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ABSTRACT

This manual was developed to help Job Corps trainers prepare to train enlistees in the social skills program and to help them enhance their program delivery skills at their Job Corps centers. The manual is organized in five sections. The first section contains course goals, objectives, and format; it is followed by a brief overview of the social skills training program. The third section contains most of the workshop materials, including presenter notes, sample lesson plans, and four lesson plans and outlines for videotaped lessons. Section 4 contains the training elements, designed to prepare trainers for presenting the social skills training program to Job Corps staff and students. The section addresses three primary roles of the trainer: coordinator, presenter, and facilitator. It also contains suggestions for organizing the training sessions and strategies for training adults and adolescents. Special emphasis is devoted to facilitating groups. The last section contains blank forms for scheduling training sessions. (KC)

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Social Skills Training

Job Corps

CENTER Training Manual

SOCIAL SKILLS TRAINING PROGRAM

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Train for Your FUTURE

Job Corps

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Section 1: Social Skills Training of Trainers Course Design

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A. Course Goals

- ☆ To train Social Skills trainers in the content of the new Social Skills Training program for Job Corps, and
- ☆ To enhance the delivery skills of those personnel responsible for implementing the Social Skills Training program at their respective Job Corps Centers.

B. Course Objectives

Upon completion of this workshop, participants will be able to:

- ☆ Identify the fifty (50) Skills or Competencies in the Job Corps Social Skills Training program;
- ✱ ☆ Identify and explain the program components of the Job Corps Social Skills Training program and how they are used together to provide a comprehensive approach to teaching social skills;
- ☆ Describe the format and content of the Social Skills Training program;
- ✱ ☆ Define staff and student roles and responsibilities in the Social Skills Training program;
- ☆ Describe and apply principles of adult learning in the delivery of training sessions;
- ☆ Describe the training process and the key elements of an effective training session;
- ☆ Establish learning objectives for a training session;
- ☆ Select appropriate training activities to accomplish each learning objective;
- ✱ ☆ Utilize instructional activities and materials needed to implement the training session;
- ✱ ☆ Plan strategies to implement the SST program;
- ✱ ☆ Implement the SST program at their respective Job Corps Centers.

C. Course Format

The SST Training of Trainers Workshop will be a participant-centered training program. The workshop will be four days in length. The segments will be divided into Social Skills Training content and delivery of training. You will be given two fifteen minute breaks and an hour for lunch. Training will include one evening session.The delivery aspects of training will focus on the application of essential platform skills necessary to be a successful trainer, especially mastering presentation, facilitation, and coordination skills and competencies for training Job Corps staff in the new Social Skills Training program.

A major segment of the training will provide time for a practicum development in an SST component by all participants for delivery to the large group. This will be a highly structured portion of the training and an evaluation instrument has been developed for use in a critique of your practicum and skills.

An SST Center Training Manual will be given to each participant containing workshop materials, visuals, and a section to allow for note-taking. Course materials will be Job Corps specific.

Section 2: Overview of Social Skills Training (SST)

A. Introduction/Orientation

A twenty member Residential Living Task Force, under the direction of Jack Krois, Regional Director for Region X, compiled a list of recommendations for upgrading the Residential Living program in its 1987 Report to Job Corps. This report recommended the development of a social skills curriculum for all Job Corps students. This effort resulted in the formation of a Social Skills Training Task Force to develop the program and a National Steering Committee to provide policy direction and guidance.

The SST Program is a Competency-Based Training program. The main idea behind Competency-Based Education (CBE) is that a system is provided to assist students in mastering required competencies or skills. The SST program in Job Corps is a system comprised of three main components: a skills list, resource or curriculum materials to teach the skills, and a record-keeping system. The skills are broken down by a series of skill areas followed by a series of skills. There are six skill areas: Personal Skills, Beginning Social Skills, Advanced Social Skills, Skills for Dealing with Feelings, Skill Alternatives to Aggression, and Skills for Dealing with Stress. Listed below each skill or competency areas is a list of those skills the student in Job Corps must master. For example, under the Personal Skills area is a list of seven skills:

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

The second component in the SST system is the Resource or curriculum materials. The SST Program consists of a structured curriculum aimed at developing student competency in fifty social and interpersonal skills deemed necessary for a Job Corps Student to be successful on the job and in everyday life. These materials are divided into Facilitator Packet Training for Residential Advisors, Social Skills Student Handbooks for Job Corps students, Team Manuals for all Job Corps staff, and One-On-One In-service for all Job Corps staff.

The third component in the SST system is the record-keeping system or STAR — the Social Training Achievement Record.

The Residential Staff will be primarily responsible for instructing students in these skills, however, all staff who have contact with students will be trained to observe behavior and to intervene appropriately to provide One-On-One training to students.

B. Purpose of Manual

The primary purpose of this manual is to prepare those selected as SST trainers to implement the SST training program at their respective Job Corps Centers. This will include providing an orientation to the SST program to all staff — from the Center Director on down. Since the educational materials, the Facilitator Packets, the Team Manuals, the Student Handbook and the One-On-One are self-instructional, the majority of this manual is dedicated to assisting the trainer in the following areas:

- ☆ Planning the training on Center
- ☆ Organizing for Implementation on Center
- ☆ Educational Materials Usage
- ☆ Assessment (of both program and students)
- ☆ Tips for being a competent trainer

C. Instructions for Use of Manual

This manual is for use by Job Corps trainers who attended the SST Training of Trainers Workshop or who received individualized training on how to conduct a Center-wide implementation of the Social Skills Training Program.

This manual is based on the following premises:

l) That the trainer understands and can ⁄onvey the information contained in the Team Manuals and Facilitator Packets. These materials were designed to lead the trainer and the trainees through the materials in logical sequence.

2) That the One-On-One program is designed as a video-based instructional program to be used by a group facilitator. The facilitator simply follows the lesson plans, uses the videos as directed, distributes handouts as instructed, and leads group discussions. All materials required for the four One-On-One lessons are included in the One-On-One section of this manual titled "SST Program Materials."

3) That the trainer is prepared to accept the roles of Coordinator, Presenter, and Facilitator in implementing the SST Program at his/her Center.

Section 3: SST Program Components

Page No.

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Social Skills List Presenter Notes:

The List of Social Skills used in this program and the steps to acquiring the skill were derived in part from *"Skillstreaming the Adolescent"* by Arnold P. Goldstein, Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein. The following lists all the social skills in the SST program. A list of all the social skills can also be found in each Team Manual and in the Social Skills Student Handbook (SHB). The steps to the social skills are contained in the SHB and in each Facilitator Packet.

Personal Hygiene
Personal Appearance
Locker Hygiene
Dorm Cleanliness
Punctuality/Attendance
Responding to Supervision
Teamwork
Listening
Starting a Conversation
Having a Conversation
Asking a Question
Saying "Thank You"
Introducing Yourself
Introducing Other People
Giving a Compliment
Asking for Help
Joining In
Giving Instructions
Following Instructions
Apologizing
Convincing Others
Making a Decision
Knowing Your Feelings
Expressing Your Feelings
Understanding the Feelings of Others
Dealing with Someone Else's Anger
Expressing Affection
Dealing with Fear
Rewarding Yourself
Asking Permission
Sharing Something
Helping Others
Negotiating
Using Self-Control
Standing Up for Your Rights
Responding to Teasing
Avoiding Trouble with Others
Keeping Out of Fights
Making a Complaint
Answering a Complaint
Sportsmanship After the Game
Dealing with Embarrassment
Dealing with Being Left Out
Standing Up for a Friend
Responding to Persuasion
Responding to Failure
Dealing with Contradictory Messages
Dealing with an Accusation
Getting Ready for a Difficult Conversation
Dealing with Group Pressure

Student Handbook Presenter Notes

The Student Handbook is a reference guide to the social skills for students and staff. It contains a list of all fifty (50) social skills as well as the *steps* to acquiring each skill.

Students will refer to the Handbook when they want to practice or remember the steps to acquiring a particular social skill.

Staff will use the Student Handbook to also learn the steps to the skills so they can reinforce and model proper social skill behavior.

To use the Student Handbook, select the skill you wish to practice from the table of contents and turn to that page.

Facilitator Packets Presenter Notes:

The Facilitator Packets are Lesson Plans used by R.A.s or other selected staff to teach Job Corps students social skills. There are fifty (50) lesson plans, one for each social skill.

The format for all 50 packets is the same. Follow the instructions on the inside cover of each packet to assemble the materials you will need for each lesson. An index cross-referencing video tapes used with the Facilitator Packets is also included for your information as is a description of each video. The videos are used as ***Attention-Getting*** activities for the lesson plans. Not all Facilitator Packets have videos.

There are seven presentation steps outlined on page 2 of all Facilitator Packets:

1. Use an Attention-Getting activity.
2. Introduce the skill.
3. Describe the basic steps for the skill.
4. Model the skill.
5. Have students role play the skill.
6. Discuss how to use the skill in every day life.
7. Conclude the session.

To facilitate Lesson #8, you will need copies of the page from Lesson #8 of the Social Skills Student Handbook (a master from which you can make copies is provided as the back page of your Facilitator Packet). If you are showing the accompanying video (Video #20) as an Attention-Getting activity, you will need a video tape recorder/player and a television.

Preview the video prior to the SST session. If you have used Video #20 previously, (it was developed for use in skills #1-8), select one of the Attention-Getting activities on page 4 of the Facilitator Packet. Additionally, if Attention-Getting activity #1, "Passing the Word" is used, you will need to select a word or phrase prior to running the activity. Remember that you can create your own Attention-Getting activity.

Students will need to be selected for both modeling and role playing. Key tips for making your group session go well are:

Facilitator Packets Presenter Notes (cont.):

- Establish a positive learning climate. Be prepared and be in the meeting room at least ten to fifteen minutes before the session begins.
- Energize the students with one or more Attention-Getting activities.
- Establish the objective with the students and the time frames for accomplishing the tasks.
- Establish a comfort level: design both the presentation and the seating arrangements to promote comfort and participation.
- Ask open-ended questions (who, what, when, where, why) to promote discussion and participation.
- Present careful, clear instructions when assigning an activity. Instructions for modeling and role playing are on page 7 of all Facilitator Packets entitled "Helpful Hints and Reminders on Successful Modeling and Role Playing."
- Summarize key points several times during the group session to reinforce learning.

Each Facilitator Packet uses the sample lesson plan format which follows. The right hand column (notes to trainer) provides you with open-ended discussion questions to promote group participation. A training film has also been developed for SST Facilitator Packet # 8 which uses this format.

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
I. Welcome and Introductions	
Welcome students to Social Skills Training Lesson #8, "Listening."	Question: What is our Social Skills topic for tonight?
A. Arrange chairs so students sit facing one another in a circle or semi–circle. If you are using a classroom, ask students to turn their desks toward the center. Remind them to move quickly and quietly.	
B. Introduce video #20 which can be used with all of the first eight Social Skills, *OR*	
C. Conduct an Attention-Getting Activity.	
Tonight to get our energy levels up, we are going to participate in an activity called "Passing the Word."	→ See instructions for the Attention-Getting Activity on page 4 of the Facilitator Packet.
	→ Think of a word or phrase and whisper it to the first student; the student whispers to the next and so on. Have the original word or phrase written down to compare with the last student's verbal response to the group. The last statement most likely will differ from your word or phrase. Share the original word or phrase with the group.
	Question: Why did it change?
II. Introduce the Skill:	
A. Tonight's Social Skills Training will last approximately one hour and has one objective:	→ Write the objective on the chalkboard.
"The lesson will be accomplished when students listen attentively and make an effort to understand what is being said."	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
	➜ To introduce the skill, paraphrase the information on page 3. Don't read it.
B. We spend many hours every day listening. We listen to our parents, bosses, friends.	
C. Often we aren't really listening—we are just waiting to talk.	
D. Being a good listener means being attentive to what someone else is saying.	Question: How do we know when someone is really listening? List responses.
E. A good listener listens to more than the words being said. We listen for feelings and we watch body language, facial expressions, and eye contact.	Question: What do you feel when someone does not listen to you.
III. Describe the Basic Steps to the Skill.	Question: What are the two steps to the skill? (Some will know them). List their responses.
A. I'm going to distribute the last page of your student handbook which has the steps to the skill.	➜ Distribute the handout.
B. The four steps are:	➜ List the first word of each step: LOOK, THINK, WAIT and SAY on the board. (These steps are listed on page 5 of the lesson).
(1) LOOK at the person who is talking.	
(2) THINK about what is being said.	
(3) WAIT your turn to talk.	
(4) SAY what you want to say.	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
C. We listen with different parts of our body (eyes, ears, heart, hands, voice.)	Question: What parts of our body do we listen with besides our ears? ➜ List the students' responses. Question: What step does each one of your answers go under? (For example: Don't interrupt—WAIT, eye contact—LOOK). ➜ Discuss which of the students' responses go with each of the key words. Most will correspond with the four steps.
IV. Model the Skill:	
A. Now I would like to have a student help me demonstrate how to listen. You will all be observers. Check to see if I am a good listener and whether I use all the steps listed in your handbook.	➜ Select one of the situations from page 6, e.g., ask the student about his/her most favorite vacation. ➜ Refer to the chalkboard with the listing of the key words for the steps. Question: Which of the steps to good listening were used? How did you know I was listening?
V. Have Students Role Play the Skill.	
A. I'm now going to give you the opportunity to model the steps to good listening.	
B. But first, let us review the rules for role playing.	➜ Review the helpful hints on page 7.
C. I am going to divide you into groups of three—one person will be the observer and watch and coach and share what you observed with the large group. The two remaining in the group will actually role play. We will have five role plays: two will be situations in Job Corps; one will be a situation in the community; one will be an on-the-job situation; and one will be a social situation. You will have two minutes to prepare your skit.	➜ Select scenarios from those listed on page 6 of the Facilitator Packet. If students want to create their own that is fine.

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
	➜ Monitor the students' prep time. Have each group perform their skit. Ask the observers to share their observations to the rest of the group and then allow anyone else from the group to comment.
	Questions: How did you know that they were listening? What steps did they follow? Which ones were left out?
VI. Discuss How to Use the Skill in Everyday Life.	
A. What are some other situations where you can use this skill?	➜ Try to get as many Job Corps specific examples as time will allow. Answers will vary from comments that deal with their social lives to Job Corps experiences.
VII. Conclude the Session.	
A. Let's review the four steps involved in the skill of listening.	Question: What are the four steps we discussed tonight?
B. Tomorrow, in your GED class or your vocation, try following the steps we talked about tonight. Try them at home with your family or with one of your friends.	Question: Where will you practice these steps?
C. Remember to review the skill in your personal SST Student Handbook.	
D. We have a few minutes. What questions might you have about the skill of listening or the steps to the skill?	➜ Answer as many as time allows.
E. Thank you for your participation. Congratulations on learning a new skill.	

Social Skills Training

Job Corps

DRAFT

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 8

Listening

"The great charm of conversation consists less in the display of one's own wit and intelligence than in the power to draw forth the resources of others."

— Bruyere

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students listen attentively to others and make an effort to understand what is being said.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 8. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape #20 *(description on page 4);*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

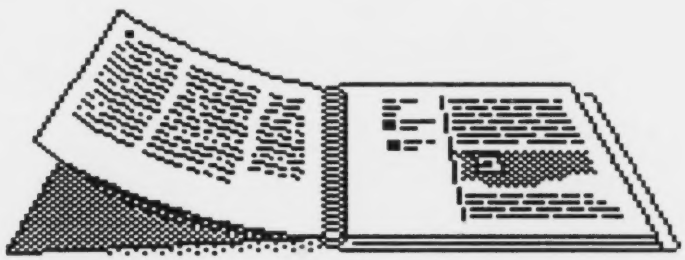
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Doesn't it seem like listening should be an easy skill to learn and use? After all, we spend many hours every day "listening" to our parents, our boss, our friends, etc. But learning to be an "active" listener takes lots of practice.

In conversations with others, many times we really aren't listening, but just "waiting to talk." Being a good listener means being attentive to what the other person is saying and listening "with every bone in your body."

A good listener often "listens" to more than just the words that are being said. You can tell how someone is feeling by watching their facial expressions, their body language, their eye contact, etc.

Developing good listening skills is important no matter what job you have. Whether your boss is giving instructions, you're taking an order, or your co-worker is discussing a project with you, it's necessary to listen closely to what is being said so that you understand the job you have to do.

We all want friends who show us respect by listening attentively to what we say. It makes us feel that they're interested in us, that what we say is important and meaningful.

Being a good listener helps us learn more about the people and world around us. People who aren't good listeners miss out on life!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Passing the Word.

The group is arranged in a circle. The facilitator whispers a somewhat detailed message to the first student who whispers it to the next and so on. The last student says the message out loud and it is compared to the original. **Materials needed:** an original message.

2. Sounds.

Students are asked to volunteer what they are hearing and these items are listed on the board. Prompt them to consider less noticeable items like their own breathing, etc. **Materials needed:** chalk, chalkboard or similar.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Look** at the person who is talking.
  2. **Think** about what is being said.
  3. **Wait** your turn to talk
  4. **Say** what you want to say.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are talking with your R.A. about a problem and he or she doesn't seem to be listening to you, but is filling out paperwork while you talk.
2. Your teacher explains how to do the math test. You weren't paying close attention.

In the Community

1. Someone is giving you directions to get to the mall. You are unfamiliar with the area.
2. You are volunteering time on a crisis line.

On the Job

1. Your boss explains how to do a complex task. You are not paying attention.
2. Your co-worker is having job related problems and wants you to listen to them.

In a Social Situation

1. Your friend asks you to pick up something from the store on the way home from work.
2. Your friend is telling you the same story for the third time.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How would you feel if, while giving a report at work, your boss kept interrupting you to talk about what he's doing?
- How can you tell if someone is really listening to you and not just waiting to talk?
- Do your friends think that you're a good listener? Why?
- Have you ever been on a date with someone who monopolizes the conversation and doesn't appear interested in what you have to say? How do you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

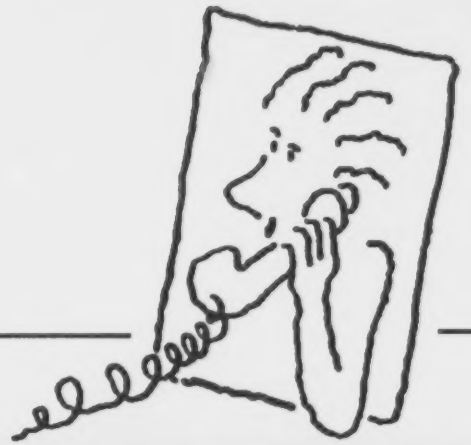
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



8. Listening

I listen attentively to others and make an effort to understand what is being said.

STEPS TO GOOD LISTENING

1. **Look** at the person who is talking.
2. **Think** about what is being said.
3. **Wait** your turn to talk.
4. **Say** what you want to say.

If we are good listeners, people who talk to us feel respected and understood.

To be a good listener, pay attention to what is said. Don't interrupt, and show the speaker you are concentrating on what is being said.

To understand what is being said, think about it. If you don't understand, ask questions that will make what is said clear.

Being a good listener is important no matter what job you have. Your boss and co-workers want to know that you respect them, are interested in what they have to say, and understand what you have to do.

Facilitator Packets Video Cross Reference Index

Note: Some videos were assigned to be used with more than one Facilitator Packet.

Video Number *(See Part II for video description)*	*Facilitator Packet Number and Name*
3, 2	(1) Personal Hygiene
3, 2	(2) Personal Appearance
3	(3) Locker Hygiene
3, 2	(4) Dorm Cleanliness
3, 15	(5) Punctuality/Attendance
16, 15	(6) Responding to Supervision
8, 18	(7) Teamwork
20	(8) Listening
14, 20	(9) Starting a Conversation
20	(10) Having a Conversation
20	(11) Asking a Question
20	(12) Saying "Thank You"
20	(13) Introducing Yourself
20	(14) Introducing Other People
20	(15) Giving a Compliment
5	(16) Asking for Help
7	(17) Joining In
none	(18) Giving Instructions
12, 15	(19) Following Instructions
18	(20) Apologizing
4	(21) Convincing Others
4	(22) Making a Decision
none	(23) Knowing Your Feelings
17	(24) Expressing Your Feelings
1, 9, 18	(25) Understanding the Feelings of Others

Facilitator Packets Video Cross Reference Index (cont.)

Note: Some videos were assigned to be used with more than one Facilitator Packet.

Video Number (See Part II for video description)	*Facilitator Packet Number and Name*
none	(26) Dealing with Someone Else's Anger
13, 19	(27) Expressing Affection
11	(28) Dealing with Fear
none	(29) Rewarding Yourself
none	(30) Asking Permission
none	(31) Sharing Something
5	(32) Helping Others
none	(33) Negotiating
19, 14	(34) Using Self-Control
10	(35) Standing Up for Your Rights
8	(36) Responding to Teasing
18	(37) Avoiding Trouble with Others
6, 18	(38) Keeping Out of Fights
17	(39) Making a Complaint
none	(40) Answering a Complaint
18	(41) Sportsmanship After the Game
1	(42) Dealing with Embarrassment
7	(43) Dealing with Being Left Out
10	(44) Standing Up for a Friend
4	(45) Responding to Persuasion
9	(46) Responding to Failure
none	(47) Dealing with Contradictory Messages
6	(48) Dealing with an Accusation
2	(49) Getting Ready for a Difficult Conversation
none	(50) Dealing with Group Pressure

Facilitator Packet Video Descriptions

#1 While attending the center dance, a student builds up his courage and asks another student to dance. When she refuses, he is embarrassed and retreats to a corner imagining all the other students are laughing at him. Another student asks him to dance with her and he refuses until she relates an embarrassing incident she recently experienced and they agree that everyone has an embarrassing moment now and then.

#2 In this video three female students prepare for and have a difficult conversation with their sloppy roommate regarding her poor personal hygiene habits and how they are affected by these habits.

#3 This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene, and dorm cleanliness relate to employability and peer acceptance.

#4 In this 5-minute video, a Job Corps counselor tells a new student the story of the day he had his first pass to go into town (when he was in Job Corps 25 years ago), and his roommates tried to persuade him to join them on a drinking spree.

#5 This music video features a number of students who are unenthusiastically rehearsing the song "Lean On Me" for a center assembly. The lead singer suggests that if they think about occasions in their own lives when they have helped others or been helped by others, they will be better able to express the lyrics in the song. We then see a short scenario involving students in situations when they are receiving or giving help.

#6 In this "rap" video three students who have been accused by their roommate (who is covering his own guilt) of having and using drugs on center, discuss the best way to deal with the situation.

#7 In this video a new student is caught in an off limits area by a security guard. They discuss the difficulty the student is having with joining in student activities. During the discussion we see a montage of the student failing in his attempts to join in a number of activities on center such as a basketball game, a card game, a student field trip, etc.

#8 This video is a scenario which takes place at a center basketball game when a somewhat short and chubby student is sent into the game when several of his teammates foul out.

#9 This video is meant to elicit responses from students about times in their lives when they have experienced failure. It is a scenario in which two students discuss failing their driver's license tests.

Facilitator Packet Video Descriptions

#10 In this video a student and her roommate discuss an appropriate way for her to stand up for her rights after she has been accosted by a group of students who threaten her.

#11 This video features three scenarios: 1) a student taking a test he's not prepared for; 2) a girl alone and afraid while she is taking a shortcut through a dark, forested area to catch a Metro train; and 3) a student going on a job interview.

#12 This video is a "just for fun" piece. It is meant only to create an "attention-getting" event. It is a scenario involving three angels who are looking down at earth in amusement while watching people experiencing problems because they haven't followed directions.

#13 This video is a number of short scenarios displaying people interacting with each other in an affectionate way.

#14 This video is a short scenario depicting a student inappropriately trying to get the attention of her RA who is involved in a conversation with someone else.

#15 This video depicts a conversation between a student and his vocational ed instructor regarding why the student is reporting late to his work site and how to resolve this problem.

#16 This video depicts a student violating the center's smoking policy when she "lights up" on a center bus because she feels she can't wait any longer for a cigarette.

#17 This short scenario takes place in a center cafeteria. The concepts of Expressing Your Feelings and Making a Complaint are introduced when a student loudly and rudely expresses his feelings about what is being served for lunch. He is approached by the food service manager and they discuss how the student could express his feelings and make a complaint in a more appropriate manner.

#18 In this video a female student basketball player blames her teammate for losing the game. She is confronted by her coach and they discuss what motivated her behavior and how it made other people feel.

#19 This video is a short scenario involving a female student and a male student who have recently become engaged and have not seen each other for several days. Instead of waiting for a more appropriate time and place they are necking enthusiastically in a public hallway. They are interrupted by a staff member.

#20 This video is a flashback to a student's first day on center and her meetings w/ new friends. The video can be used for all eight beginning social skills.

One-On-One Program Presenter Notes

The One-On-One program is a STAFF social skills intervention education program. The One-On-One component is designed to be used by a trained facilitator. There are four (4) lessons. Each lesson includes handouts and video tapes. The objective of the One-On-One program is to teach staff how to properly intervene when they observe a social skills deficit.

The following pages contain the four (4) One-On-One lessons. Required materials and activities are listed on the lesson outline which precedes each lesson. These One-On-One lessons are designed for use by the SST Trainer with Center staff.

One-On-One Program — Lesson One Outline

Purpose:

A. To introduce staff to the One-On-One program and describe its relationship to the SST program.
B. To provide rationale for using Structured Learning and to teach social skills.
C. To introduce the intervention techniques to be used in the One-On-One program.

Materials Required:

A. SST Awareness (Zeon) video
B. Self-Assessment Inventory
C. One-On-One Introductory Video, videos 14, 14B, 17, 17B
D. Worksheets describing (one copy per participant)
   1. Overview of Adolescent Development;
   2. Structured Learning Overview; and
   3. The STAR—On-The-Spot and Social Skills Intervention steps.
E. A Student Handbook for each staff member.
F. Examples of Team Manuals.
G. Examples of Facilitator's Packets.

Activities:

A. View SST Awareness (Zeon) video.
B. Distribute Student Handbook—refer to skills list.
C. Distribute examples of Facilitator Packets and discuss usage, if necessary.
D. Display examples of Team Manuals and discuss usage, if necessary.
E. Distribute Self-Assessment Inventory.
F. View Lesson One Introductory Video (hospital scene).
G. Introduction to One-On-One by narrator.
H. Distribute and discuss worksheet on Adolescent Development.
I. Distribute and discuss worksheet on Structured Learning.
J. Distribute and discuss the STAR—On-The-Spot and Social Skills Intervention Steps.
K. View Lesson One intervention videos 14, 14B, 17, 17B.
L. Give assignment.

ONE-ON-ONE LESSON PLAN ◆ LESSON#1

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
I. Welcome and Introductions	→ Welcome staff to workshop.
A. Arrange chairs so that participants are sitting in a large circle. Have participants perform the "warm-up" activities in the right hand column before showing the SST Awareness Video. Help participants realize they are in Job Corps to meet the NEEDS OF STUDENTS.	→ Tell a little about yourself and your background in Job Corps. → Ask staff, if appropriate, to indicate which staff group they are from as you call them out, for example, R.A.s, Support Services, Administration, Health Services, etc. → Have each participant give an overview of their feelings about the workshop. → Using a flip chart to list responses, ask participants to identify the characteristics of Job Corps students. Then ask them to identify the needs of Job Corps students. → Have participants define behaviors that allow them to interact appropriately with others. List them.
B. Those are all very good responses. Here is a handout we have prepared to help summarize your answers. Please take a few minutes to study this handout and then we will take some time for questions and comments.	→ Distribute handout "Profile of an Adolescent Student."
C. Remember, understanding the needs of adolescents will better equip you to interact effectively and appropriately with your students.	→ Answer any questions and allow some time for comments.
II. Lesson One Objectives	
A. Today's training session will last approximately 2 hours and has three major objectives. They are:	
1. To introduce staff to the One-On-One component and describe its relationship to the SST programs.	
2. To provide a rationale for using Structured Learning to teach Social Skills.	
3. To introduce the intervention techniques to be used in the One-On-One component.	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
III. Overview of the SST Program	
A. Before we go any further today, we would like to show you a video tape which will give you a brief overview of the whole Social Skills program.	→ Show SST Awareness (Zeon) Video
B. Now that you have a basic idea of the total SST program, I have a few questions for you.	
C. Can anyone give me a definition of a Social Skill?	Question: What is a Social Skill?
D. Good answers. Now let's try and put our definitions into a nutshell. Social skills are simply those skills which allow us to interact appropriately with others. Everyone possesses and uses social skills. Social skills are generally learned skills from our environment and contact with significant others in our lives. However, not all of our students have learned pro-social skills, those skills which are demanded by mainstream society, and those which are essential in the workplace. For example, some students can perform their jobs well, but they can't get to work on time and end up losing their job. Can you think of other examples?	→ You will need to get several answers to the questions, summarize the answers, then continue with the dialogue on the left.
	Question: What is a Social Skill deficit?
E. To get to the bottom line, what we want to accomplish with our students is to identify their social skill deficits and introduce the appropriate pro-social skills they will need to use to experience success in all facets of life. To accomplish this task, all staff must intervene when they see a skill deficit, use proper intervention techniques, and model proper pro-social skills.	Question: Is a skill deficit always a negative behavior? What about the inability to "join in?"
F. OK, we talked about student benefits, can anyone tell me how Social Skills Training is going to benefit Job Corps staff? In other words, "what's in it for me?"	Question: What's in SST for me?
	→ Again get several answers, summarize, then continue with the dialogue on the left.
G. I think we can all agree, the better social skills our students have, the easier time they will have interacting with other people both in the classroom and during their leisure time. This means fewer conflicts, few problems and more satisfaction for everyone on our center. But most important, you will have the satisfaction of knowing that your students will have a much better chance of	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
succeeding in the workplace and their personal lives when they leave Job Corps because they have had an opportunity to learn good social skills.	
IV. Introduce Social Skills Lists	
A. Now let's take a look at the list of the 50 Social Skills that have been identified for use in the SST program. I will give you five minutes to review this list then I'm going to ask you which skill you think is most important out of all 50.	→ Review Social Skills list. Ask several people to tell the group what they think is the most important skill. When they answer, ask them to tell the group what their job is on their center, for example, food manager, nurse, bus driver, etc. Get a variety of answers.
B. Thank you for your answers. I think we can agree that all the Social Skills are important. However, some skills will seem more important to different staff members depending where and how they normally interact with the students. This interaction will also affect which skills can be taught by staff to students with the most impact—for example, a vocational instructor knows that punctuality and personal hygiene are crucial to getting and keeping a job. Therefore these are skills that he will want to make certain all of his students acquire. Recreation staff may have more opportunities to teach sportsmanship and responding to failure.	
C. Does anyone have any questions or comments before we continue? Then let's fill out a confidential self-assessment inventory of our own social skills. The purpose of the self-assessment inventory is to assess our own competence in modeling appropriate behavior.	→ Answer any questions and listen to any comments. → Distribute self-assessment inventory.
V. Introduction of One-On-One Program	
A. Before we begin our actual One-On-One Inservice training we have another short video for you. It's not instructional, but in it we give you some information on the focus for the rest of this training session.	→ Show the Lesson One Introductory Video (hospital scene).
B. The video our actors were referring to in the video you have just seen will be shown a little later in today's training.	→ Answer any questions keeping in mind that lessons #3 and #4 will allow for indepth instruction on One-On-One intervention techniques.
C. OK, does anyone have any more questions or comments?	

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Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
VI. A Word On Actions and Attitudes	
A. There are two factors involved in doing each step in an intervention. One is what you actually do, your ***actions***. The other is your ***attitude***.	
B. The actions you need to do are pretty straight forward. You may need to practice at asking open-ended questions—those that don't have yes or no for an answer, or that force only one response. But we think with a little practice you will find intervening correctly quite simple.	
C. Equally important is the attitude you take when intervening. It's easy to throw blame at the student, to make him feel guilty, stupid, or inadequate... All of these things help establish your superiority and control over the situation. Unfortunately, they also make it very hard for the student to change his or her behavior. They destroy self-esteem and put the student in a defensive position. When you put someone on the defensive, there is very little chance of changing behavior.	
D. The good news is that you can change behavior and teach appropriate social skills without resorting to guilt, blame, or punishment. Remember our job is to provide help and assistance to the students we have, not the ones we wish we had.	
VII. Overview of Structured Learning	
A. Let's turn our attention to learning, especially Structured Learning which is the psychoeducational basis of the Social Skills Training program.	Question: What have you noticed about the learning process? ➜ List their ideas.
Basically people learn in three different ways, by listening, by watching, and by doing. The Social Skills Training Program will combine all three approaches. Research has shown that when these methods are combined, learners can assimilate 75-80% of the information. Furthermore, in order to successfully acquire skills, people need not only learn them, but also practice them.	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
B. Yes, we have another handout for you. Let's review this handout together.	→ Distribute handout on "Structured Learning" and "How People Learn." Discuss the steps to structured learning.
C. Does anyone have any questions or comments about how we learn or Structured Learning?	→ Answer any questions and allow some time for comments.
VIII. Break	
A. Let's take a break. When you come back we're going to get down to the nitty gritty and learn how to do it—Do what? We will get to that when you get back. But keep this thought in mind, it's going to be much easier than you think, in fact, it's pretty intuitive and natural and it's basically something you're already doing.	→ Allow 15 minutes for break.
IX. How To Do It (One-On-One Intervention)	
A. What you're going to be learning is how to do a One-On-One Intervention.	
B. There are two kinds of One-On-One interventions.	
C. The first is a on-the-spot intervention. This is used to confront and stop or correct an inappropriate behavior in a constructive way. ***Remember, the best time for anyone to be made aware of a problem and look at alternative choices is when it happens, not later.***	
D. The second type of intervention is called a social skills development intervention. This intervention is designed to identify skill deficits, explore alternative choices, and reteach positive social skills.	
E. Let's start with how we do an on-the-spot intervention. I will pass out the steps you will be using called the STAR and then we will show you a video example of a inappropriate intervention and appropriate intervention. Try to identify the steps as you watch the video.	→ Distribute handouts on the STAR intervention steps: • On-The-Spot intervention; and • Social Skills Development Review the steps with the group.
F. Remember, One-On-One intervention sounds like some big complicated thing that the counseling staff should do. What the steps in the STAR are about is helping you	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
learn a technique that will make things go more smoothly and get better results for you and your student. Relax, it won't take much to learn this and you'll get a lot out of it.	→ Show the videos of the R.A. and the student. Show #14B the "bad" intervention first; then show #14.
G. Now that we have seen a good and a bad example of One-On-One on-the-spot intervention, does anyone have any questions or comments?	→ Answer any questions and allow some time for comments.
H. Let's watch a video of a inappropriate and appropriate social skills development intervention.	→ Show the video about the student and the Food Service Manager. Show the "bad" intervention #17B first, then show #17.
X. Overview of Next Lesson	
A. Well, it looks like our time has about run out so let's start to wind things up. We will be practicing One-On-One interventions and seeing more video examples as well as learning about proper intervention techniques such as active listening, timing, and negotiating during our next lessons.	
XI. Thanks	
A. Thank you all for being here today. We all want our students to succeed both in Job Corps and in their new lives and for our jobs to go smoothly. Your participation in the Social Skills program will increase the chances of that happening. So again, thanks and we will see you all next lesson.	

ON-THE-SPOT INTERVENTION

ay what you see and listen to the student's explanation.

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

ell why the behavior is a problem and discuss how it makes you feel.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

dd explanation of desired behavior and show how to make amends, if appropriate.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

each a solution and review consequences of continued behavior, if necessary.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

STEPS FOR SOCIAL SKILLS DEVELOPMENT INTERVENTION*

* Done during a private discussion.

ay what you see and listen to the student's explanation.

- Be direct, objective, and specific without judging the student's character.
- Listen with an open mind.
- Describe the behavior pattern you have observed.
- Try to determine the real motivation for the student's action.

ell why the behavior is a problem and discuss how it makes you feel.

- Stay in control of your own emotions.
- Calmly tell how the behavior affects you or others.
- Try not to place blame or attack the student's character.
- Discuss with the student how his/her behavior is different from what is expected for the specific situation.

dd explanation of desired behavior and show how to make amends, if appropriate.

- Be specific.
- Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.
- Explore with the student appropriate alternatives for his/her behavior.
- Discuss with the student how to make amends for the disruptions or losses his/her behavior has caused.

each a mutually agreeable solution and review consequences of continued behavior, if necessary.

- Be objective, non-threatening and supportive.
- Make sure the student accepts responsibility for his/her decision.
- Have the student evaluate if the plan for new behavior will work.
- Get a commitment from the student to try the new behavior.
- Encourage the student and follow-up to make sure the plan is working.

PROFILE OF AN ADOLESCENT STUDENT

Please refer to the table below for a brief description of adolescent development behavior characteristics.

NORMAL GROWTH AND DEVELOPMENT	WHAT ISN'T NORMAL
Desire for independence	Prolonged depression
Hypersensitivity	Chronic anxiety
Insecurity	Destructiveness
Conformity to peer group	Aggression
Daydreaming	Flagrant lack of concern for others
Rebelliousness	Extreme hypersensitivity
Self-centered tendencies	Drug & alcohol abuse
Dramatic mood changes	Promiscuity
Suspiciousness	Eating disorders such as anorexia, bulemia, or obesity
Apathy	Juvenile delinquency
Occasional antisocial behavior	Preoccupation with theme of death
Fear of failure	Expression of suicidal thoughts
Instability	Cruel & mean behavior primarily directed at anyone they view as weaker than themselves
Defensiveness	Refusal to recognize or express feelings from distant or recent past
Questioning and challenging of adult behavior & authority	Crisis oriented
Occasional lack of self confidence	Inability to express or accept affection
Unrealistic expectations of himself and others	Paranoid behavior
Reluctance to accept responsibility	
Establishing unrealistic goals or failure to establish any goals	
Occasional feelings of persecution "Why is everyone picking on me?"	

STRUCTURED LEARNING OVERVIEW

What is Structured Learning?

Structured Learning is a psychoeducational technique and approach designed specifically to enhance social skill development of adolescents. It is highly task oriented. The Facilitator Packets and Team Manuals are based on the theory of Structured Learning.

Structured Learning has four basic components:

1) Modeling — (showing the correct way to do something.)
Modeling is defined as learning by imitation. Research has consistently shown modeling is an effective and reliable technique for rapid learning of new behavior particularly when the model (person to be imitated) is a friendly, helpful, pleasant, yet powerful person.

   The most effective learning will occur when the modeling display shows the behavior to be imitated
   a) in a clear and detailed manner;
   b) in the order from least to most difficult behaviors;
   c) with enough repetition to make learning likely;
   d) with as little irrelevant detail as possible; and
   e) when several different models are used.

2) Role Playing — (practicing or rehearsing the correct behavior.)
Role playing is defined as "a situation in which an individual is asked to play a role not normally his own, or if his own, in a place not normal for the enactment of the role." The use of role playing has been a popular approach for many years. Role playing is most effective when participants volunteer and receive reinforcement and approval for their efforts.

3) Performance Feedback — telling the learners how well they did in imitating the desired behavior, i.e., praise, approval, and encouragement.

4) Transfer of Training — determining how well the learner can apply the new skill to other situations.

HOW PEOPLE LEARN

1) Basically people learn in three different ways, by listening, by watching, and by doing. The Social Skills Training Program will combine all three approaches. Research has shown that when these methods are combined, learners can assimilate 75-80% of the information.

2) In order to successfully acquire skills, people need not only learn them, but also practice them.

SELF-ASSESSMENT

SOCIAL SKILLS TRAINING PROGRAM

The purpose of this form is to help you evaluate your own social skills.

EVALUATION

Please rate your performance in the following social skills categories using the rating scale at right, where **1 is "I'm skilled!", 3 is "I'm about average", and 5 is "I need lots of work"**

I'm skilled!		I'm about average		I need lots of work
1	2	3	4	5

Personal Skills

1. I keep myself clean and well groomed and my clothing clean and in good repair at all times: 1 2 3 4 5
2. I dress and groom myself appropriately for each situation or activity: 1 2 3 4 5
3. I keep my desk/work area clean and orderly: 1 2 3 4 5
4. I keep my personal area and the common areas of my work space clean and orderly: 1 2 3 4 5
5. I arrive on time and am present for scheduled meetings and activities every day: 1 2 3 4 5
6. I take direction and respond to supervision in a cooperative and positive way: 1 2 3 4 5
7. I work well with students and staff to accomplish a task or goal: 1 2 3 4 5

Beginning Social Skills

8. I listen attentively to others and make an effort to understand what is being said: 1 2 3 4 5
9. I am confident that I can start a conversation with any person or group in any situation: 1 2 3 4 5
10. I talk to others about things that are interesting to all of us: 1 2 3 4 5
11. I know when I should ask a question and who I should ask, and how to ask it in the right way: 1 2 3 4 5

(OVER)

32. I help others who need or want help in a respectful way: 1 2 3 4 5

33. I can discuss differences of opinion and reach a compromise with others: ... 1 2 3 4 5

34. I think about a situation first before over-reacting and losing control of my actions: 1 2 3 4 5

35. I let others know where I stand on issues, in a respectful way: 1 2 3 4 5

36. I deal with teasing without losing control of myself: 1 2 3 4 5

37. I stay out of situations that could get me into trouble: 1 2 3 4 5

38. I figure out ways other than fighting to handle difficult situations: 1 2 3 4 5

Skills for Dealing with Stress

39. I express complaints that are reasonable to the appropriate person and offer possible solutions: 1 2 3 4 5

40. I listen respectfully to a complaint and try to respond fairly, accepting blame if appropriate: 1 2 3 4 5

41. I compliment opponents honestly, and give credit to others regardless of who wins or loses: 1 2 3 4 5

42. I use constructive ways to deal with embarrassing situations: 1 2 3 4 5

43. I choose constructive ways to deal with being left out of a group: 1 2 3 4 5

44. I let others know in an appropriate way when a friend has been treated unfairly: 1 2 3 4 5

45. I compare the ideas of others to my own ideas before deciding what's best for me to do: 1 2 3 4 5

46. I figure out the reasons why I failed at something and plan ways that I can succeed next time: 1 2 3 4 5

47. I try to clarify contradictory messages in a respectful way: 1 2 3 4 5

48. I try to clarify what I have been accused of and to understand why, and I choose a way to respond that is clear and fair: 1 2 3 4 5

49. I think about how I will present my point of view before I begin a tough conversation, and then choose the best way: 1 2 3 4 5

50. I make up my mind to do what I think is best, regardless of what the group wants me to do: 1 2 3 4 5

(END)

One-On-One Program — Lesson Two Outline

Purpose:

To practice and learn more about the On-The-Spot Intervention.

Materials Required:

A. STAR—On-The-Spot Intervention steps.
B. Videos 16, 16B, 19.

Activities:

A. Review STAR steps for On-The-Spot Intervention.
B. Show and discuss video 16B—inappropriate Bus Driver intervention.
C. Show and discuss video 16—appropriate Bus Driver intervention.
D. Show video 19—students making out.
E. Role play On-The-Spot Interventions.

ONE-ON-ONE LESSON PLAN ◆ LESSON#2

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
I. Welcome	→ Welcome staff. Ask them if they have been practicing the intervention steps and techniques. Get some comments and input.
II. Lesson Three Objective Our objective for today's session is to practice and learn more about performing on-the-spot interventions.	
III. Review of Basic Information A. But before we do that, let's go back and review some of the information you have already been given.	Question: What is an on-the-spot intervention? (Group should be able to define.) What is the difference between an on-the-spot intervention and a social skills development intervention? (Refer to definitions in Lesson #1.)
B. An on-the-spot intervention will often last only a minute or two and is used to stop or change inappropriate behavior in the most effective way possible, etc., etc. (refer to definition in Lesson #1)	
IV. Review the Steps for an On-The-Spot Intervention Let's review the steps in the On–The–Spot Intervention.	→ Review the steps orally referring to the handout that was distributed during Lesson #1.
V. Introduce the Video of an Inappropriate On-The-Spot Intervention A. Are you ready to see a video? Okay, let me give you a little background. In this video the bus driver cannot conduct a social skills development intervention because he just doesn't have the time, he has other duties that require his immediate attention. He doesn't follow the STAR steps.	→ Show video #16B, of the bus driver and the smoking student. (inappropriate on-the-spot intervention)
Answer: (1) A small problem became a big problem. (2) The behavior was not stopped, changed, or corrected. (3) Other students' plans were delayed because security had to be called to get Cindy off the bus.	Question: What happened when the bus driver didn't follow the steps and use good intervention techniques? (Get input from the group.)

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
Answer: (1) The bus driver began by threatening Cindy, "Keep smoking and you're going to be walking to town." (2) He attacked her character, "It looks like your filthy habit is making other people sick, too." (3) He then let Cindy goad him into losing his temper. (4) He demanded that she do something rather than giving her a choice, "That's it, get out of here!" (5) He gave Cindy no chance to save face unless she took a stand against him which would probably result in Cindy losing her opportunity to continue her program at Job Corps.	Question: What did the bus driver do wrong? What was his attitude? Did he let Cindy save face? (Get input from the group.)
VI. Introduce Video of an Appropriate On-The-Spot Intervention	
A. Now let's look at the same situation again and see what happens when the bus driver follows the steps and uses good intervention techniques. By basically following the steps we have just talked about, he is able to confront and stop inappropriate behavior ina constructive way (even though our student seems bound and determined to goad him into losing his temper and thus creating a major problem).	→ Show the video #16A of the bus driver and the smoking student (appropriate on-the-spot intervention).
B. I can see by your faces that you're thinking "well, is that all there is to it? That was so simple but what did it accomplish?" Let's look a little more closely.	
(1) First, let's see if our bus driver followed the steps.	
Answer: Yes—"I see you're smoking a cigarette." The student's explanation was, "Man, I haven't had a smoke all day. You want me to die from a nico-fit or what."	Question: Did the bus driver say what he saw and listen to the student's explanation? (Get input from group.)
Answer: Yes, he pointed out to the student, "Smoking is not allowed on Center vehicles. You're making other people uncomfortable."	Question: Did he tell why the behavior was a problem (Get input from the group.)

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
	➜ NOTE TO INSTRUCTOR: Someone in the group probably will point out that the bus driver in the video didn't say how the behavior made him feel. this will give you the opportunity to point out that (1) the steps in the STAR are a guide for successful interventions and can be adapted to fit each individual situation; and (2) the steps should be used by the staff in a personal way according to what they feel comfortable doing. The steps should be followed as closely as possible but they are not written in stone. They do allow for some flexibility, for example, the bus driver preferred to focus on how the behavior made other people feel, "You're making other people uncomfortable." He could also see that the student was looking for a confrontation, so he kept the conversation simple and structured. In addition, he ignored questions that would have turned the situation into an argument not an intervention, for example, "So how about I open a window. Will that make you happy?"
Answer: Yes, he said, "I expect you to follow the Center's smoking policy…Cindy, what you need to do is put your cigarette out now, or get off the bus, finish it, and catch a later bus to town."	Question: Did the bus driver add an explanation of the desired behavior and show how to make amends if appropriate?
Answer: Yes, Cindy chose to get off the bus and the inappropriate behavior was stopped before it became more serious.	Question: Was a mutually agreeable situation reached?
	Question: What about the bus driver's attitude? Was he assertive or aggressive? Did he let Cindy "save face"?

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
Answer: His behavior was assertive. What he said was objective and specific. He stayed in control of his own emotions even when Cindy tried to push him into losing his temper by telling him he might lose some weight if he took up smoking. He let Cindy save face by giving her a choice, "Put your cigarette out or get off the bus...finish it and catch a later bus to town."	Other Questions: How was the timing? Body language? Did he ask open-ended questions? Did he use non-judgmental language?
VII. Introduce Another Video Example of an On-The-Spot Intervention	
A. Are our video dramatizations helping you understand the difference between inappropriate and appropriate intervention? (Hopefully the group says yes!) Good! Then let's take a look at another video example of an on-the-spot intervention. The video you are about to see demonstrates two staff members who don't intervene, followed by a staff member who intervenes using the On-the-Spot technique.	
B. As you watch this next video, think about how you might intervene in this situation.	→ Show video #19 of Mrs. Ryan and the two students who are making out in the hall.
VIII. Role Playing—On-The-Spot Interventions	
A. Now, as you watched the video, I hope you came up with some good ideas because now we are going to do a little role playing just like we did during the last session.	→ Divide the group into groups of three trying to keep them grouped according to their staff jobs, if possible. For example, a group of three R.A.s, a group of three Health Services workers, etc.

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
B. Okay, what we would like you to do is create a situation similar to the one you have just seen on the video, but more appropriate in terms of setting as to what you might run across in your job here on the Center. For example, Bus Drivers—how about two students making out on the bus; Health Services—two students making out in the waiting room; Voc Ed Staff—two students making out on a work site, etc. Okay groups, first you need to decide who is going to be the staff person and who is going to be the two students who are making out. No, you don't have to role play the making out part, unless of course you insist and let me remind you that intimate behavior is not allowed on this Center! Just start at the point where the staff person discovers the students. We are going to give you 15 minutes to practice your role playing and then I'm going to ask for volunteers to give the whole group a demonstration.	→ As the group is practicing their role playing, walk around and give them assistance as needed.
C. Okay, our time is about up. I've seen quite a few award winning performances. Now let's have volunteers who are willing to give us all a demonstration. I need three groups.	→ Ask for volunteers to give a demonstration. If no one volunteers, appoint someone, have several demonstrations. → Be sure to clap for all performances.
D. Gee, you were all so good.	→ Give applause to all role players.
IX. Thanks That's about all we have time for today, but we still have one more training session during which we will be learning more about One-On-One social skills interventions.	→ Thank everyone for their participation.

One-On-One Program — Lesson Three Outline

Purpose:

A. To introduce and learn five (5) intervention techniques which are important in conducting successful One-On-One interventions:
   1. Timing
   2. Non-confrontational tactics
   3. Active listening
   4. Negotiating
   5. Promotion of acceptance of change

Materials Required:

A. Video 17—appropriate Food Services intervention
B. Handout on intervention techniques

Activities:

A. Discuss intervention techniques.
B. Distribute handout on intervention techniques.
C. Show video 17—Food Services appropriate intervention.
D. Role play scenarios using intervention techniques.

ONE-ON-ONE LESSON PLAN ◆ LESSON#3

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
I. Welcome	Welcome staff to the training session. Ask if anyone had a chance to conduct a On-The-Spot intervention using the steps in the STAR that were introduced during the last training session. Get input from several people, i.e., what was the situation, how well did the steps work, etc.
II. Lesson Two Objective A. Today's training session will last approximately 1 hour. B. Our objective for today's session will be to introduce and learn 5 intervention techniques which are important in conducting successful One-On-One interventions.	
III. Introduce the Five Techniques Let's talk about each one individually. A. Timing (1) The One-On-One social skills intervention program is a pro-active approach. All proactive means is that what we are really trying to do is intervene as quickly as possible. (2) It's a lot easier to talk to a student before he slams his roommate into the wall than it is after the event. The further he gets into a deficit pattern, the more negative consequences he will face. Negative consequences lead to defensiveness and this makes the task of changing inappropriate behavior much more difficult. (3) Remember, the best time for anyone to be made aware of a problem and to look at alternative choices is when it happens, not later. (4) Yes, when possible try to converse with a student in private—"let him save face" (although this is not always possible because you must stop the inappropriate behavior immediately). Private conversations get better results because a student can express his feelings freely without feeling pressure from his peers.	→ List the five techniques on the board and distribute "Intervention Techniques" handout, defining and discussing each one briefly. See last page of this section for definitions. (1) Timing (2) Non-confrontational Tactics (3) Active Listening (4) Negotiating (5) Promoting Acceptance of Change Question: What is a proactive approach?

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
B. Non-confrontational Tactics	
(1) Using non-confrontational tactics simply means not putting the student in a defensive position by making him feel stupid, guilty, inadequate, or threatened.	Question: What are non-confrontational tactics? Why should we use them?
(2) Non-confrontational tactics involve using assertive behavior not aggressive behavior during the intervention.	Question: What is the difference between assertive and aggressive behavior?
i. Assertive behavior involves expressing your feelings in a direct, honest, and objective way. This type of communication is done without threatening, punishing, or putting down the student. The verbal and nonverbal clues that you give clearly send out the message "I care about you and your feelings and I respect you as a person."	Question: What are some examples of assertive behavior both verbal and nonverbal?
ii. Aggressive behavior is expressing your feelings in a way that is punishing, threatening, demoralizing and hostile, e.g., name calling, shouting, threats, sarcastic and humiliating remarks. The verbal and nonverbal clues that you give send out the message that you show little or no consideration for the feelings of the student nor do they demonstrate respect for him as an individual.	Question: What are some examples of aggressive behavior both verbal and nonverbal?
C. Active Listening	
(1) This simply involves encouraging the student to express his feelings and concerns and really hearing and understanding what he is trying to say. The key to this is asking open-ended questions.	Question: What does active listening involve? How can you tell if someone is listening to you?
(2) Open-ended questions are questions that don't force only one response or just a yes or no answer. They are questions that will help a student probe his own attitudes, feelings, or beliefs about the situation/ problem you are addressing during an intervention.	Question: What is an open-ended question?
(3) Open-ended questions are the key to helping both you and the student understand what it was that really motivated his behavior. What message was he really trying to send? What was it that he desired as	Question: Why is it important to ask open-ended questions?

(continued)

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
an end result? Even more important, asking open ended questions will give you the information you need to identify what social skill deficit or deficits really caused the inappropriate behavior. This will give you the information you need to begin working with the student to explore and select alternative behavior and choices	Activity: Break the group into triads. Have one person be the questioner, one the respondent, and one the observer. Have the questioner use open-ended questions, restating, paraphrasing, etc. Switch roles until each person has played each part. Use a simple question like, "How did you come to work at Job Corps?"
D. Negotiating This simply involves identifying and exploring alternative and more appropriate choices once a social skill deficit/deficits has been identified and then agreeing on a mutually acceptable plan of action.	Question: What do we mean by negotiating?
E. Promoting Acceptance of Change (1) Let a student identify the alternative and appropriate choices on his own, if possible. (You can prompt him by asking open ended questions when necessary, i.e., if you don't like the food, what can you do?) Does the student believe in his choices? (Forced choice won't work.) Is the choice something the student can actually do?	Question: What prompts acceptance of change?
(2) Does the student clearly understand what the desired behavior is, what he must stop doing, start doing, and continue to do in the future? Has the student made a commitment to the new behavior?	
(3) Have the verbal and nonverbal "cues" you gave during the intervention demonstrated to the student that you care about him and respect him as a person, and that you feel positive about what has been accomplished during the intervention?	
IV. Intervention Techniques vs. Intervention Steps A. In the first lesson we introduced the steps of an intervention called the STAR and we have just finished talking about intervention techniques. Can anyone tell me the difference between an intervention step and intervention techniques?	Question: What is the difference between an intervention technique and an intervention step?

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
B. An intervention step is a specific action—what you actually do. They are more or less sequential although they need to be adapted to fit each situation and the personality of the intervener. (Say what you see and listen to the student's explanation).	→ Get several answers. What we are trying to determine here is: Do the workshop participants understand that successful intervention has two factors, actions and attitudes?
An intervention technique deals more with our attitudes when we are intervening, i.e., are we listening with an open mind? Are we objective, supportive, non-judgmental? Are we demonstrating respect for our student by listening to what he has to say, showing that we care about his feelings, involving him, letting him make choices? Remember, we demonstrate our attitude by sending out both verbal "cues" (what we actually say) and nonverbal "cues" (our tone of voice, facial expressions, body language, etc.).	→ Ask for questions and comments.
C. During our first lesson we showed you a video example of a Food Service manager demonstrating a social skills development intervention and we asked you to try and identify the steps in the STAR. Today we are going to look at the video again, but this time I would like you to identify how the intervention techniques we have just talked about come into play. Refer to the handout on the five intervention techniques to help you follow along.	→ Distribute the handout on the five intervention techniques. → Show the video 17 on the Food Services manager intervention (the appropriate example).
D. Ok, let's see how well our Food Services manager did.	
Answer: Pretty good. She did wait until Mike sat down at a table before approaching him, but that was so she could have his full attention and they could also have a private conversation. Mike was in a "face saving" position.	Question: How was her timing? (Get several answers and refer to the answer on the left if needed.)
Answer: Yes, she sat down quickly at the table and began the conversation with a statement that was objective and encouraged a response—"Mike, it looks like you're having a problem with our lunch today."—her tone of voice low and her behavior calm, she was assertive not aggressive.	Question: Did she use non-confrontational tactics? Was she assertive or aggressive?

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
Answer: Recognizing that part of what prompted Mike's behavior might be that he was homesick indicates that there was active listening taking place and her response to what she heard was supportive—"Mike, I bet you miss a lot of things about your home, including the food."	Question: Was she actively listening?
Answer: "But how is yelling at the food services worker going to change what's on the menu?" "How do you think it made other people feel?"	Question: Did she ask open-ended questions? What were they? Give me some examples.
Answer: Again, yes, Mike identified alternative choices. If he didn't like what was being served he could go to the seconds line, the salad bar, or the student canteen. He could also complain in a positive way to the food committee. They mutually agreed on a plan of action.	Question: Did negotiating take place? Was a mutually agreeable plan of action identified? What was it? Was Mike allowed to identify his own choices?
Answer: I think the Food Services manager was pretty specific about what was the expected and appropriate behavior. When she said, "Mike, you don't have to like the food, but when you come through the line I expect you to treat the servers with respect. Do you understand? I also expect you to obey our rules about not using vulgar and abusive language."	Question: How did the Food Services manager promote acceptance of change? Did she make it clear what the appropriate behavior was? What behavior must be stopped or started? Did Mike understand?
Answer: Telling Mike about the Food Services Committee meeting and asking him if he would like to drop by and offer some suggestions indicated she cared about his opinion and that she respected his right to try and change things he didn't like.	Question: Was her attitude positive, supportive and nonthreatening? How did she demonstrate her respect for Mike?
V. Role Playing	
A. During our first training session you were asked to prepare scenarios, based on your own experience, that we could use to role play and practice the intervention techniques and steps we have been learning. Let's hear a few ideas, then we will select one.	→ Tell the group that now they have had a chance to see someone else do an intervention, it's their turn to practice.

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
Okay, now we need some volunteers.	→ Select scenarios. → Select volunteers to play the necessary parts.
Now volunteers, how about giving a demonstration of a real inappropriate intervention.	→ Role play demonstration of a bad intervention. Question: What was wrong with the intervention? → Get comments. (Be sure to thank role players and give them some positive reinforcement, e.g., you really showed us how not using the right intervention technique can escalate a minor problem into a major one, etc.)
B. Now that we have seen how not to intervene, how about having some new volunteers show us how to intervene correctly.	→ Select volunteers and have them role play the appropriate intervention. Question: Did they follow the steps? Did they use good intervention techniques? (Get answers and comments.) → If you have enough time, continue role playing intervention situations.
VI. Thanks	
Well, our hour has really zoomed by. In our next session we will continue practicing the intervention techniques and steps and we will also have some more video examples for you. Until then, practice interventions on your own whenever you have the opportunity.	→ If appropriate, and you can do so without sounding like you're patronizing, tell the group how well they are doing, how fast they are catching on, etc. Give them some positive reinforcement.

INTERVENTION TECHNIQUES

Definitions:

1) **Timing** — Means trying to structure the intervention so that it can be done immediately after the skill deficit occurs and in private, if possible.

2) **Non-confrontational Tactics** — Mean trying not to put the student in a defensive position by making him/her feel stupid, guilty, inadequate, or threatened. Using assertive but not aggressive behavior is a non-confrontational tactic.

3) **Active Listening** — Encouraging the student to express his feelings and concerns. It includes really hearing and trying to understand the student's motives. Asking open-ended questions is a good active listening technique. Open-ended questions don't force only one response or just a yes or no answer. They are questions which help a student probe his own attitudes, feelings, or beliefs about the situation/problem.

4) **Negotiating** — This technique involves identifying and exploring alternatives and more appropriate choices once a skill deficit has been identified. Together the staff member and student agree on a mutually acceptable plan of action.

5) **Promoting Acceptance of Change** — Means doing things such as letting a student identify alternative and appropriate choices on his own. Helping the student make a commitment to the new behavior promotes acceptance of change as does letting the student know you respect and care about him.

One-On-One Program — Lesson Four Outline

Purpose:

To practice and learn more about performing the One-On-One Social Skills Development Intervention.

Materials Required:

A. STAR—Social Skills Development Intervention steps.
B. Videos 17B, 15.

Activities:

A. Review STAR Social Skills Development Intervention steps.
B. Show and discuss video 17B—inappropriate Food Services intervention.
C. Show and discuss video 15—landscaping scenario.
D. Role play social skills development interventions.

ONE-ON-ONE LESSON PLAN ◆ LESSON#4

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
I. Welcome	Welcome staff. Ask them if they have been practicing the intervention steps and techniques. Get some comments and input.
II. Lesson Four Objective Our objective for today's session is to practice and learn more about performing one-on-one social skills development interventions.	
III. Review of Basic Information But before we do that, let's go back and review some of the information you have already been given.	
	Question: Define a one-on-one social skills development intervention.
Answer: A social skills development intervention is an intervention approach which is proactive and designed to identify inappropriate behavior, explore alternative behaviors, and reteach appropriate social skills.	
	Question: How does it differ from a one-on-one on-the-spot intervention?
Answer: It differs from an on-the-spot intervention in that it is a little more complex, takes a little more time, and it is always done in private. An on-the-spot intervention is used to confront and stop or correct an inappropriate behavior in a constructive way when we don't have a lot of time or must quickly stop or change inappropriate behavior before it escalates into a major problem.	
IV. Review the Steps in the STAR for a Social Skills Development Intervention	→ Review the steps orally referring to the handout that was distributed in Lesson #1
	→ Review the intervention techniques referred to in the handout that was distributed in Lesson #1

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
V. **Introduce Video Example of an Inappropriate Social Skills Intervention**	
A. Remember our famous food services manager? In Lesson #2 we showed her performing an appropriate intervention following the steps and using good intervention techniques. Now let's watch her at work again only this time she is going to show us how not to do it.	→ Show video #17B of the food services manager and the student who didn't like the food.
VI. **Analyze the Video of an Inappropriate Social Skills Development Intervention**	
	Question: What did she do wrong? (Get comments and input from group. See suggested possible answers on the left.)
Well, just about everything!	
(1) She began by putting the student in a defensive position, "Okay big man! You think you're pretty funny don't you?"	
(2) She showed no respect for the student or his feelings, "If you don't like the food, don't eat...You know we can't please everyone around here...Complaints, complaints, that's all I ever hear!"	
(3) She didn't help the student explore or identify any other choices. When the student asks what he could do she responds by telling him, "I don't care what you do, just don't yell at the workers."	
(4) Nothing was resolved. She made the student feel angry and guilty, "Darn it! I got a meeting I am late for thanks to you!" Finally the student walked away from the situation angry and hating Job Corps, "I hate this place!"	
XIII. **Introduce Video of a Good Social Skills Development Intervention**	
Okay, now let's look at a new video that demonstrates an appropriate social skills development intervention.	→ Show video #15 of the Landscaping Voc Ed instructor and the student.

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
IX. Analyze the Video Example of the Appropriate Social Skills Development Intervention	
	→ We have listed questions you might ask and possible answers. Whenever possible, let the group do the analyzing and get their input and comments.
	Question: Did the Landscape instructor describe the behavior in a direct, objective, and specific way without being judgmental?
Answer: Yes, "James, you were ten minutes late today. This is the second time this week you've been late."	
	Question: Did he ask open-ended questions that helped the student see how his behavior affected himself and other people?
Answer: Yes, "How do you think it made other people feel?"	
	Question: Did they explore whether the behavior produced what the student wanted?
Answer: Yes, "Is it worth it?"	
	Question: Did they discuss why the behavior was chosen? What attitudes and beliefs might have prompted the behavior?
Answer: Yes. The student indicated that he was late because he wanted to look perfect and the showers were crowded. He also held an attitude or belief that was also prompting his behavior, "Like, my dad says if you're going to get ahead in this world you got to look sharp. That's how you get what you want."	
	Question: Did the instructor help the student identify other ways to get what he wanted?
Answer: Yes, the student was able to identify a choice on his own, "Don't tell me, I know, I can get to bed earlier and get up earlier so I have time to get ready for work." This is in response to the instructor asking him, "So what can we do to make sure you are on time and still have time to get it together in the morning?"	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
Answer: Yes. "We expect you to make being on time a very important priority. What we need is for you to be on time for work everyday."	Question: Did the instructor tell the student what he must stop doing, start doing, and continue to do in the future?
Answer: Yes. "Sounds like a plan. I'll even cali your R.A. and ask him to wake you a half an hour earlier. Then we're agreed that you will be on time from now on?	Question: Did they reach a mutually agreeable plan of action for which the student agreed and accepted responsibility?
Answer: Well, I think we can agree the instructor did a pretty good job of following the steps (actions). Now let's talk a little about how well he used the intervention techniques we talked about, i.e., attitudes. Yes, he was calm, nonconfrontational but assertive, friendly, concerned, listened with an open mind, used proper tone of voice and facial expression, and provided positive reinforcement.	Question: Did the instructor use good intervention techniques?
X. Role Play	
A. Now we're going to get to my favorite part of our training sessions. Let's do some role playing again.	→ Conduct role playing just as you have done in the other sessions practicing social skill development interventions. Use situations from your own experience for the role playing scenarios or get ideas from the group.
XI. Thanks	
I would like to thank you all for your participation. Remember, it is the responsibility of all staff to intervene when they see a social skill deficit using proper intervention techniques. I hope these training sessions have made that task much easier for you.	→ Thank everyone for their participation.

Team Manual Presenter Notes

Every staff member on Center will receive one of eleven (11) Team Manuals. Each team manual has been written for a specific staff assignment category, e.g., education, administration, recreation. It is, therefore, advisable to train all staff from the *same* "Team" at the *same* time. Training members of a "Team" together allows them to develop social skills implementation plans.

The team manual is designed to be presented in the order in which it was written. Just start at the beginning and review the contents with the team(s). Allow for plenty of discussion and ask the team to try to relate the information to their students. A sample Team Manual Trainer's Guide follows this page.

Spend time helping the team understand the on-the-spot intervention techniques on pages 8 and 9. Refer to the four examples on pages 15 and 16. You might want to have members of the team role play some of the examples if time permits.

At the end of the training session, ask the team to *try* some short interventions with their students. If they have already tried some on-the-spot interventions, ask them to report on their success!

Team Manual Trainer's Guide

NOTE: It is assumed that individuals taking this segment of training have already been introduced to the Social Skills Training Program, either by having taken Lesson One of the One-On-One Program or by having had a overview of the program.

Purpose: To introduce staff to the team aspect of the Social Skills Training Program and to allow them to function as members of a team in fostering better social skills in the students.

Time: One hour

Materials Required:

A. Overheads TM-l and 2
B. Handout listing the 50 social skills
C. Team manuals for the group(s) being trained Select from the following:
   - Management
   - Counselors
   - RAs
   - Health Services
   - Administration
   - Security
   - Recreation
   - Food Service
   - Education
   - Vocational Training
   - Support Services

   NOTE: Staffing configurations in each Center are different. Choose the team manuals that seem to fit best.
D. Flip chart paper, markers and masking tape

Activities:

1. Welcome and Introductions
2. Review structure of SST (overhead TM-l)
3. Discuss and define teams and teamwork (Display overhead TM-2)
4. Review the 50 Social Skills and have staff from each "team" select the 3 most important skills for that area. Discuss situations where intervention is needed. (Hand-out listing the 50 social skills)
5. Distribute and review the team manuals
6. Discuss how team members can support each other

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
I. Welcome and Introductions	→ Arrange chairs so staff are seated in a circle.
Welcome staff to workshop. Introduce yourself and talk about your background. Ask staff to introduce themselves and indicate which staff groups they are from.	
II. Review Components of Social Skills Program	→ Display overhead TM–1 (diagram on back of every Team Manual.)
A. Remind staff that the Social Skills Program has three major components:	
1) Structured training for students in the 50 social skills identified.	
2) One–On–One training for all staff so that staff can both intervene on–the–spot to confront and stop inappropriate behavior in a constructive way and also intervene to teach positive social skills to students.	
3) Team manuals, which are tools for every staff group within Job Corps so that they can better foster the development of appropriate social skills within their areas of center life.	
B. Objective of Today's Session:	
Today's session will last about an hour and will focus on the team aspect of the Social Skills Program. We'll look at how you can function as members of a team as well as individually to foster better social skills in the students.	
III. Defining Teams and Teamwork	Question: What comes to mind when you think of a team?
[People will probably talk about various types of sports teams, perhaps work teams, marriage teams, families.]	→ List answers on flipchart.
Good answers. There are many different types of teams.	Question: What is teamwork?
[People will probably talk about working together, helping each other, backing each other up, accomplishing more as a team than individuals can on their own.]	→ List answers on flipchart.
Very good points.	→ Display overhead TM–2 (Mori statement.)

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
What we are essentially saying is that sometimes the whole is greater than the sum if its parts—What are teams? We can quote a well-known expert on teams, W.G. Dyer "Teams are collections of people who must rely on group collaboration if each member is to experience the optimum of success and goal achievement." Individual efforts are essential, but by working as a team, we can accomplish even more. No where is this more true than on a Job Corps Center.	
IV. Selecting the 3 most Important Social Skills.	→ Have staff sit with members of their own "teams." If there are many members of a team present, make sure that no discussion group is larger than 5. Distribute the handout that lists the 50 social skills.
	Question: Working in small groups, take a few minutes to decide which social skills you and your team think are most needed in your area of the center. Think of a situation where each of these come up.
Have a member of each team tell the group which social skills the group chose and what situations they thought of where those skills are needed.	
If there are different types of teams present, comment on the fact that different social skills are important in different settings. If members of the same staff teams have different answers, comment that all are important but that different staff members have different sensitivities. These are situations the students will encounter in the work world.	
V. Distribute and Review the Team Manuals	→ Hand out Team Manuals.
We are handing out Team Manuals for your particular team. There are a total of 11 team manuals—one for every group of Center staff.	
Review the contents of each manual—the Strengths of each team, the 10 most important skills for each team, a review of the STAR approach, Resources, a listing of the 50 social skills, intervention examples for that team and success tips for each team.	

Suggested Dialogue for Trainer (not to be quoted verbatim, but paraphrased as needed)	Materials and Activities Notes to Trainer
Comment on similarities with what staff came up with earlier. Ask for any comments on the manuals and indicate that they are an excellent resource about the entire social skills program.	
VI. How Team Members can Support Each other Most if not all of you have learned the STAR approach for on-the-spot interventions. (Review the STAR and refer to pages 8 and 9 of the Team Manuals.) Through the answers given by staff, or by adding some of your own, make the following points: 1) Team members must each intervene when they see inappropriate behavior. 2) At any sign of resistance, other team members must support each other. They must assume a supportive stance. 3) Team members must communicate with each other, in a non–judgemental way. 4) Team members should exchange ideas about what works and what doesn't with students. 5) Team members should be aware of each other's skills and abilities. 6) Team members should understand that each team member has a different personality and a different pattern of communication. The most important aspect of working as a team is to keep the communication lines open within the team. Thank everyone for their participation and say that in order for the Social Skills program to succeed, we have to think about both individual interventions and teamwork.	Question: How can team members support each other to foster better social skills in the students? ➜ List answers on flipchart.

STAR (Social Training Achievement Record) Presenter Notes

The STAR is used to record on-going student skill progress and performance. R.A.s record attendance dates. Social skills performance is assessed during P/PEP conferences. The P/PEP assessment is based on information submitted by individual P/PEP panel members. The STAR must be maintained until a student terminates. STARs become part of the student's permanent Job Corps record.

Section 4: Training Elements

Page No.

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Introduction

The Training Elements section of this manual has been designed to better prepare SST trainers for presenting the SST program to Job Corps staff and students. This section will address three primary roles of the Trainer: Coordinator, Presenter, and Facilitator. The coordinator and facilitator roles or functions require specific planning by the Trainer to implement SST successfully. The presenter and facilitator roles also assist the staff at a Job Corps Center to learn how to use SST with Job Corps students once the trainer has acquired the content knowledge. The presenter role requires the SST trainer to learn appropriate methods for transferring the knowledge to other Job Corps staff.

In addition to the three training roles, this section is devoted to applicable training techniques or strategies for training adults and adolescents in the SST program. Special emphasis is devoted to facilitating groups.

In order to prepare Job Corps SST trainers to better master the conducting of training sessions, a list of competencies originally developed by the U.S. Department of Education and approved by the American Society of Training and Development (ASTD) are included on the following page. These competencies were identified as those required of Senior Trainers. PLEASE NOTE: The U.S. Department of Labor and MODEL CLASSROOMS do not claim these as essential trainer competencies for Job Corps trainers, however, they are competency-based as is the SST program and are a reasonable starting point in the examination of the Job Corps Trainer's roles and responsibilities.

Senior Trainer Competencies

A *ADULT LEARNING UNDERSTANDING*

A1 Demonstrate the ability to identify training situations which contradict the principles of adult learning, and to suggest appropriate corrective actions.

B *TRAINING AND DEVELOPMENT TECHNIQUES UNDERSTANDING*

B1 Identify the four major dimensions of training delivery.

C *TRAINING PREPARATION SKILLS*

C1 Demonstrate the ability to identify the major themes in a training program.

D *AUDIO/VISUAL SKILLS*

D1 Demonstrate the ability to operate overhead projectors, cassette players, VCRs, and slide projectors.

D2 Demonstrate the ability to organize and prepare overhead transparencies and/or flip charts effectively.

E *PRESENTATION SKILLS*

E1 Demonstrate the ability to present information clearly and smoothly, with good animation.

E2 Demonstrate the ability to give clear verbal instructions.

E3 Demonstrate the ability to organize the trainer's space, handouts, audio-visual aides and materials neatly, efficiently and effectively.

F *GROUP PROCESSING SKILLS*

F1 Demonstrate the ability to establish and maintain an interact ive training environment .

F2 Demonstrate the ability to utilize a variety of standard training techniques, including lectures, exercises, small and large group discussions, case studies, and role plays.

G *SUMMARY AND FEEDBACK SKILLS*

G1 Demonstrate the ability to relate discussions to the major themes of a course.

A. Planning For Implementation

Upon returning to your Center, these are the tasks SST Trainers need to perform immediately.

- Meet with the Center Director and Management Staff to provide a brief overview of the training expectations.
- Review staff/management self-assessment inventory with the Center Director.
- Present tentative schedule for staff training, and get approval to proceed. (Appendix contains scheduling form.)
- Get commitment from the Center Director and Management Staff to actively support the program by personally attending training sessions, showing enthusiasm for the program, and arranging staff coverage so that all staff can attend training sessions.
- Advise the warehouse clerk or appropriate staff that Social Skills Training material will be arriving. Locate the materials and inventory them to make sure you have everything you need.
- Make sure you have access to the equipment you need, and that it is in working order.
- Publish the staff training schedule and notify staff of when they are scheduled to attend each session.
- SHOW ENTHUSIASM FOR THE PROGRAM. IT'S CONTAGIOUS!

B. Organizing the Training Session

OVERVIEW

Four (4) different types of SST training sessions need to be conducted by SST trainers at your Center. These sessions are as follows:

1. An Introduction to the SST program.
2. Facilitator Packet Training for R.A.s/other staff.
3. Team Manual usage.
4. One-On-One Inservice.

(All staff will participate in Training Sessions 1,3, & 4.)

Training skills are essentially a multi-step process that trainers use to establish an effective framework within which learning can take place successfully. The pages which follow the four training session outlines, therefore, contain information on the elements of effective training design and the use of successful training strategies.

The following pages contain Training Session Outlines for the four types of SST sessions to be conducted on Job Corps Centers. Each outline includes the purpose, SST materials required for conducting the session, presentation steps, and preparation concerns.

A SST Staff Training Schedule and Center Implementation Timeline are included for your use in the Notes section of this manual.

B. Organizing the Training Session (cont.)

1. Introduction to the SST Program

Purpose:

To provide all staff with an understanding of the goals, organization, and components of the SST program.

SST Materials Required:

- Awareness video tape.
- Samples of Facilitator Packets, Team Manuals, Student Handbook and One-On-One program Videos/lessons.

Presentation Steps:

1. Show awareness video.
2. Discuss program implementation plans.
3. Show materials samples.

Preparation Concerns:

1. How many sessions will be held to introduce SST?
2. How many attendees will be scheduled for each session?
3. When will sessions be scheduled to assure coverage for all staff?
4. How long will the session(s) be?
5. How will the Center Director endorse the program?
6. What materials and equipment will be needed for the introduction?
7. When will training start?

B. Organizing the Training Session (cont.)

2. Facilitator Packet Training for R.A.s/other staff

Purpose:

To train R.A.s/other staff to use the Facilitator's Skill Packets. They will also learn to conduct role plays and proper techniques for providing feedback to students.

SST Materials required:

- 3-ring binder with Facilitator Packets.
- Videos which accompany Facilitator Packets.
- A student handbook for each staff member.
- STAR with competency statements.
- Small Group Facilitation Techniques Videos

Presentation Steps:

1. Review skills and skill steps in copy of student handbook.
2. Review 3-ring binder with Facilitator Packets.
3. View the Small Group Facilitation Video.
4. Select and present one Facilitator Packet lesson using a video.
5. Have participants practice role playing.
6. Review use of STAR for recording attendance.

Preparation concerns:

1. Who are the designated small group facilitators?
2. When will training be delivered?
3. Can all facilitators be trained at one time?
4. Who will conduct the training for facilitators?

Preparation concerns for R.A.s/other staff who will use the Facilitator Packets with students:

Note: All students will be introduced to the 50 social skills through structured small group sessions, each approximately one hour in length. Lesson plans (facilitator's packets) are available for each of the 50 social skills. The first 7 skills are to be offered during orientation.

1. How can the orientation schedule be changed to incorporate the first Personal Skills lessons?
2. When will small group sessions be held?
3. How many students will be in each group session?

2. Facilitator Packet Training for R.A.s/other staff (cont.)

4. Where will sessions be held?
5. How will the groups be designated? (by dorm floor, by input group, etc.)
6. Who will conduct small group sessions?
7. What equipment/materials will they need?
8. How will the equipment/materials be provided?
9. How will attendance be recorded on the STAR?
10. How will presentation of small group lessons be monitored and critiqued? How will Center trainers provide technical assistance to small group facilitators?
11. Will the entire Center teach the same skill during the week, or will each small group proceed through the curriculum on its own schedule?

3. Team Manual Usage

Purpose:

To familiarize all staff with the Team Manuals and to help them coordinate the application of Social Skills in their speciality area.

Note: Center Mangers should participate in both the management team meetings and the team meetings for their specialty area.

Materials Required:

- Copies of all eleven (11) Team Manuals.
- Divide the group into teams. Have them discuss how to implement and reinforce the SST program in their specialty area.
- If time allows have each team role play a frequent social skill deficit in their area using the STAR on-the-spot intervention technique.

Preparation Concerns:

1. Who will conduct the training sessions? (One trainer, team of trainers?)
2. How many staff teams will be trained at one time?
3. How will teams be grouped for training purposes?
4. Where will training be held?
5. When will training be held?
6. How will absentees receive training?
7. How can we assure appropriate staff coverage during staff training?
8. What team will "one-of-a-kind" positions be on, for example, CSO, Personnel Officer, etc.?

B. Organizing the Training Session (cont.)

4. One-On-One Inservice Training

Note: Lesson #1 is 2 hours in duration; lessons #2-4 each last 1 hour.

Purpose:

To train all staff to use the STAR intervention techniques, to understand their responsibility to intervene, and to elicit their support for a center-wide social skills development effort for students and staff.

SST Required Materials:

- One-On-One lesson plans 1-4.
- One-On-One videos.
- One-On-One handouts.

Presentation Steps:

- See One-On-One lesson plans for specifics.

Preparation Concerns:

1. Who will conduct the training sessions?
2. How many staff will be trained at one time?
3. What facility/room will be used for the training?
4. How will staff be grouped for training? By department? Mixed departments? By work shift?
5. Will the groups stay together for the 5 hours of training, or will attendees at each session change?
6. How many sessions will be needed to train all staff?
7. Over what period of time (how many days) will the training sessions be offered?
8. Will clerical staff be trained with the team for their specialty area, e.g., Education, or with the Administration or Support Services team?
9. How will staff completion of the training be documented?
10. What equipment/materials are needed to conduct the sessions?

B. Organizing the Training Session (cont.)

While the key steps included in the trainer outlines should be followed in organizing training on Job Corps Centers, it is essential that SST trainers review the elements of effective training design and select appropriate training strategies to make the sessions participant-centered.

ELEMENTS OF EFFECTIVE TRAINING DESIGN

- *Determine trainee background.* Know the educational level and professional background of your targeted audience. This can be determined during the needs assessment process.

- *Consider learner needs.* Know the principles of adult learning and the demand by participants to experience direct on-the-job application.

- *Set training objectives.* Make certain the objectives are measurable and focus on what the participants will be able to do as a result of the training.

- *Structure training format (sequencing).* Structure the exercises in a manner in which one activity builds upon the previous one (pyramiding); as the events would appear during a cycle (real life or real world); the first activity presents a big picture and the remaining activities relate to that overview (deductive); or follow an experiential exercise with a discussion (inductive). Begin training with a sharing of objectives and agenda to allow participants to buy into the training. Avoid redundant activities (six buzz groups on the first day of training).

- *Select training techniques.* Choose techniques which simulate the training outcomes (on-the-job skills) specified in your objectives.

- *Assess Trainer Abilities.* If you are designing training which you will deliver, design activities you feel confident you can conduct. If you are designing training for other trainers to deliver, be reasonably certain that other trainers can conduct activities effectively.

- *Use Available Resources.* Tap all available resources for videos, slide-sound, and other audio visual technologies. Including as a speaker a technical assistance representative from a Federal agency or private industry who has expertise in the program content can be an asset to your training program.

B. Organizing the Training Session (cont.)

- *Address Environmental Issues.* Don't leave anything to chance when arranging your training site. When presenting in a Job Corps Center, you have little control over the environment. However, it is important to arrange for coffee breaks, proper lighting and ventilation. Establish a warm and comfortable learning climate.

- *Locate an "Appropriate" Training Facility.* The most desirable facility would be located away from the Center. While that is not feasible at many Job Corps Centers, it is important that when training on-Center, the facility must create a positive atmosphere for learning.

- *Develop an Evaluation.* Feedback is an important part of training design. Give participants an opportunity to evaluate the content of the training program as well as the performance of the trainer(s). The SST materials include assessment instruments located in Part D of Section 4, Conducting Training. A mid-point evaluation should be conducted during the training program.

In summary, effective training includes the following components:

1. Conducting a Needs Assessment
2. Establishing a Measurable Objective
3. Designing the Training
4. Developing Training Materials
5. Delivering or Presenting Training
6. Evaluating Training.

Because the SST Materials in Section 3 have already been developed, the material that follows focuses on components 1, 3, 5, and 6.

NEEDS ASSESSMENT

Needs assessment asks the fundamental questions of what problem exists, who needs training and why do they need it. There are two basic methods of determining needs:

A. *Perceived Needs Assessment*, which asks those people performing functions within the organization what they need to learn, and

B. Organizing the Training Session (cont.)

B. *Actual Needs Assessment*, which asks sources other than the practitioner (e.g., supervisors, quality control monitors, service evaluators, etc.) what practitioners need to learn.

Perceived needs assessment, while on the surface the most direct way to find out what people need to learn, is costly and time consuming. In addition, the data generated may mingle what people need to learn in order to function in their current jobs with what they feel they need to learn in order to advance out of those jobs. The most severe limitation is that it can become a "wish list" for all kinds of personal and organizational changes.

Actual needs assessment is more strategically focused since it asks information sources who should be in a position to know what problems and skill deficiencies exist or will exist among practitioners. Its weakness is that it is equally biased. The opinions of supervisors about their employees' needs depends on the insight of the supervisor as well as the supervisor's oversight. The ideal is a blend of the perceived and the actual.

Needs Assessments should be designed to gather three types of critical data:

1. *CONTENT:*
   - What are the specific needs?
   - What are concrete examples of these needs?
   - What data verifies that these needs exist?
   - How critical is each need?
   - Is this in fact a training need (or would some other approach adequately address the problem)?

2. *PEOPLE:*
   - Who has the needs?
   - How many people share the needs?
   - From which organizational levels?
   - What is their previous training experience?
   - What are their attitudes toward training?

3. *ENVIRONMENT:*
   - Where do groups of participants fall within the organizational structure?
   - What organizational climate factors may impact on the way in which the training is received?
   - Does the organization support training?
   - Does the organization recognize the needs?

B. Organizing the Training Session (cont.)

Conducting a needs assessment involves collecting, reviewing, and evaluating pertinent data. The following are methods or sources used:

- Observations
- Management Requests
- Interviews
- Group Conferences
- Committees
- Job Analysis
- Surveys
- Output Measures
- Long-range Planning

B. Organizing the Training Session (cont.)

DESIGNING TRAINING: The Coordinator Role

In order for a Job Corps SST trainer to effectively coordinate the design of training sessions, the first consideration should be the targeted population for the training — all Center staff.

Because staff duties, responsibilities and educational levels vary significantly, the training design for use in the SST materials must first consider the principles of adult learning.

PRINCIPLES OF ADULT LEARNING

The working adult does not perceive the act of learning as compulsory. The adult makes choices based upon the personal relevance of the subject matter whether it be for career, self-improvement or for fun.

The adult typically insists that the learning have fairly immediate application. For the adult learner:

- *Learning is active.* First-hand experience or analysis is more effective and retained longer than spoon-fed facts.
- *Learning cannot be forced.* Adults learn what they want to learn.
- *Learning occurs inside the individual.* Each person learns different things during training, even if the "teaching" is the same for everyone.
- *Learning should be reinforced.* People learn more when trainers acknowledge their "correct" responses.
- *Learning happens at different levels.* Knowledge or understanding about concepts or theory can be totally separate from operational skills in the same subject.
- *Adults can help each other learn through sharing experience.* This happens when people participate with one another in learning activities.
- *Learning is emotional as well as intellectual.* Pleasant learning experiences can enhance learning and retention.

A second essential training skill for on-Center SST training with regard to design and to delivery is the ability to establish a positive learning climate for the adult learner.

B. Organizing the Training Session (cont.)

SETTING THE LEARNING CLIMATE

Setting the Learning Climate is a sequence of actions that encourages participants to feel welcome and comfortable, alleviates anxieties, and establish harmonious working relationships between trainers and participants and among participants.

To set the learning climate, the trainer should:

- Review characteristics of participants. Know your targeted audience, where they are from, and their expectations for the course. Many staff from Job Corps Centers don't always know each other.
- Arrange the training room for physical comfort.
- Design an appropriate attention-getting activity, getting acquainted exercise or ice breaker and provide support for shy or reluctant participants.
- Determine ground rules and constraints for activities.
- Offer greetings to participants — introduce participants to trainers and to each other.
- Use name tags and/or table cards.
- Provide for comfort of participants — assist them in finding suitable chairs and check on their comfort at regular intervals.
- Secure agreement on constraints and rules.
- Negotiate schedules.

C. Successful Training Strategies

DELIVERY OF TRAINING: Facilitating and Presenting

The SST program uses three important strategies that trainers should feel confident in using in a Job Corps environment for both staff and students. The first is the use of the "group." There is extreme power in the team or group concept and this is power which is taken away from the trainer in participant-centered training. Trainer-centered training is the more traditional type of training provided by the Federal Government until recently. In trainer-centered training, the trainer controls the interaction, the agenda, and limits the participation of the participants. The trainer is the expert and the trainer is the presenter. In participant-centered training, the participants are considered experts as well because they will share their experiences and accept or reject the philosophy of the training topic based on those experiences. Because adult learning states that learning is active, the more active the participants become during training through group activities, the more learning is apt to occur.

The second training strategy SST trainers must become comfortable with is attention-getting activities, such as social and topical warm-ups, case studies, brainstorming sessions using buzz groups, question and answer periods, panel discussions, and structured exercises. These are excellent activities which can make training fun and get the attention of the group on the topic.

The third training strategy to assist the SST trainer is the use of the modeling or role playing technique. RAs will find that role playing is a powerful technique for use with Job Corps students. The SST trainer will find that the role play can be as effective when used with Job Corps staff. The diagram below displays the participant involvement continuum using various training techniques.

TRAINING TECHNIQUES

PARTICIPANT INVOLVEMENT

LOW ---------- HIGH

Lecture Buzz Groups Role Play

Lecture/Discussion Demonstration Structured Experience

C. Successful Training Strategies (cont.)

LECTURE

A lecture is used to present concepts or background information which may be necessary to enable trainees to take part in an experiential type of exercise. Lectures should not exceed twenty (20) minutes in length without an activity to break the boredom syndrome.

The lecture has the lowest level of participant involvement.

Advantages of using the lecture:

- Few resources and little time are needed to prepare/deliver a lecture
- Large group activity

Disadvantages of using the lecture:

- Retention and involvement are low
- Trainer-centered: participants have no ownership of this type of training technique.

Lectures should be used:

- when presenting theory or concepts that have no behavioral application;
- in presenting background knowledge necessary to enable participants to engage in experiential exercises;
- as a vehicle for "conceptualizing" after processing an experiential exercise;
- when you have little time or few resources;
- when skill-building is not an objective; and
- with a very large group.

The One-On-One Lesson Plans contain examples of lectures. The lecture is included in the "Suggested Dialogue for Trainer" column. In presenting lectures to Job Corps staff, tailoring should be done to make the content more Center specific.

C. Successful Training Strategies (cont.)

STRUCTURED EXERCISES

The exercise is a structured experience or learning activity designed to achieve a certain purpose. The written design must include a goal statement, and description of the process, a group size, time frame, material, and equipment required. These are designed to allow a participant to learn through doing and it requires good facilitation skills by the trainer. Exercises should be designed to accomplish no more than one objective. Do not try to get the exercise to do too much. Participants need to understand the reason for the exercise and there needs to be a processing out period after the experience to allow the group members to share the learning process and avoid frustration.

Advantages to using the structured exercise:

- High participant involvement
- Learning can be applied more directly

Disadvantages to using the structured exercise:

- More preparation and delivery time than any other
- Some participants face the risk of failure
- Requires materials
- Activities must be custom designed for the varying group

Structured exercises should be used when:

- Problem solving
- In applying theory to real world situations
- To increase awareness of participant's personal style
- When there is concern for on-the-job application.

Examples of structured exercises are Attention-Getting Activities described in the Facilitator Packets for SST. Structured exercises can be used around case studies, role plays, and group discussions. Samples of structured exercises and a case study are found in the Notes section to this manual.

C. Successful Training Strategies (cont.)

CASE STUDIES

Case Studies present a problem to the learner which must be solved. Cases may be presented in depth and complexity or can be relatively simple. Case studies may be written as the sample below, presented orally, or filmed. In the sample below a simple question is asked of the reader.

The videos which accompany the One-On-One and Facilitator packets are excellent case study problems which may be used in a structured exercise format, group discussion, or for role playing by the group. For example, the videos show an incorrect process and a correct process. The incorrect process may be shown as a case study to the Job Corps trainees and then the group can role play the situation appropriately.

ROLE PLAYING

Role playing guidelines included in the SST Facilitator Packets are excellent guidelines for conducting role plays with Job Corps Students. Adult Learners may have more difficulty with role plays and may feel threatened about performing among peers. Role plays can also be the trainer's nightmare. When they bomb, they usually bomb badly.

Review the "Guidelines for Conducting Role Plays" developed by trainer Ruthellen Hellyer in the following pages. These are often helpful to trainers in using role plays with adults. The two key points to remember about role plays are 1) there is a conducting phase, and 2) there is an analysis phase to a role play.

C. Successful Training Strategies (cont.)

GUIDELINES FOR CONDUCTING ROLE PLAYS

Conducting:

1. Introduce role play in general before you conduct your first one.
   - Let people know why role play is important to learning and that it is a low risk fun way to learn.
   - Let them know we often learn most from our mistakes and in practice sessions.
   - Be enthusiastic as you explain this — your attitude will spread and set the tone for role play.
   - Introduce specific role play. Make clear the learning objective of the particular role play.

2. Select and set participants in role.
   - Ask for volunteers or select participants as it is appropriate.
   - Give role players role information in written form. If students are already familiar with role play procedures, you can give players role information verbally, particularly if you need to save time.
   - Help the person clarify and warm-up to the role play by:
     - Either you or a fellow student, acting as a coach to the player, asking them questions about the role — Who are you? Tell me about yourself. What are you concerned about?, etc.
     - The above can be done outside the room for a moment or quickly right in the classroom, if time is short
     - Sometimes it is helpful to provide a "coach" role, i.e., questions provided for one student to ask of the one taking the particular role to help the player identify with the role.

3. Set observers in role.
   - To keep involvement and learning at its peak, observers need a specific task, clearly defined, either in written form or verbally. Give them questions to answer or areas to watch for in the action.
   - Observers need sufficient background data. Often the learning objective and scene setting is enough. Be sure to ask observers if they have any questions before the action begins.

C. Successful Training Strategies (cont.)

4. Trainer plays appropriate role.
   - Usually the trainer acts as director of the role play, and students take on the roles whenever possible.
   - There will probably be times when it is appropriate for the trainer to take a role. It should be realistic and clear.

5. Set the stage.
   - Be sure everyone is clear of their responsibilities and setting.
   - Let the players set up the scene and any props with your help and guidance. This stage-setting increases participants' involvement and identification with their roles. The stage-setting can be quiet simple — an orientation to the space ("the door is here") — or more complex (setting-up of props).
   - Just before the action begins, after everyone tells you that they are ready, give the time, place and what is happening as a way of commonly orienting everyone to the action as well as easily leading them into the action.

6. Start the role play.
   - Clearly say "start" or "okay, let's begin," etc.
   - Stay nearby the action, but off to the side a bit in order to be able to manage the action if needed. Do not sit in the audience.

7. Listen and record data.
   - Listen for specific behaviors that relate to the desired objective.
   - Listen and watch for signs of needing to intervene in the action.

8. Manage the action.
   - The director is in final control of the role play.
   - When the role play seems to be in trouble, make an appropriate intervention, such as doubling, stop/start, role reversal, reactor, etc.

9. Stop the role play.
   - Clearly stop the role play. You can do this by just gently moving into the action from the side and placing your hand on the player's arm and saying "okay, let's stop here." Or from the side you can say something like, "Fine, stop." If you are sitting in the audience and jump up shouting "stop," it can be very inhibiting and harm your feedback section.

C. Successful Training Strategies (cont.)

- Stop the action when the learning objective has been met. Don't let a role play drag on and on.

10. Release people from roles.
    - When people are still in roles on stage, let them say anything close to their role players that they need to in order to feel finished.
    - Have role players resume their own names, undo the set and return to their original seats.
    - After role players move back to their seats, have them say what they felt good about and what they would do differently if they played the role again.

Analyzing:

11. Manages appropriate feedback
    - Ask observers to report their observations. Ask them to speak directly to the players.
    - Allow role players to respond.
    - Trainer respond and adds any needed feedback or comments.

12. Lead objective-related learning discussion.
    - Review learning points of objectives.
    - Ask, "What did you learn about . . .?"
    - Ask, "What else did you learn about . . .?"
    - Summarize learnings.

By: Ruthellen Heller

C. Successful Training Strategies (cont.)

GROUP DYNAMICS

The use of groups in participant-centered training assists in making the training a positive learning situation. Group dynamics are what goes on during the group process and these dynamics change when the size of the group changes and when the leader of the group changes. Whenever a group is established, a leader will generally emerge. Sometimes this process occurs rapidly, other times it takes a while to occur because of the extroverted and introverted personalities of the people in the group.

Leading Groups: A group leader may perform the leadership role to accommodate the various types of personalities in the group. However, differing leadership styles will affect the progress of the group. The three group leadership styles are:

LAISSEZ-FAIRE LEADERS

Laissez-faire group leaders appear non-directive. They avoid discussion and do not venture an opinion. They wait for others to decide.

A laissez-faire leader's style is that of a "hands off" leader. A laissez-faire leader does not make any suggestions about how or what is to be done or who is to do it; lets every group member do whatever s/he wants; lets the group develop an approach and apply that approach to doing the task; and does not intervene.

DIRECTIVE LEADERS

A directive group leader appears autocratic and controls the interaction and sets the agenda. Directive leaders do not permit discussion. They state how things will be done.

The job of a directive leader is to be as much of a dictator as possible. To play this role effectively, the leader should decide how the task should be accomplished before presenting the assignment to the group. Directive or autocratic leaders do not accept any suggestions from any group members. They give orders about how to approach doing the task.

C. Successful Training Strategies (cont.)

DEMOCRATIC LEADERS

A democratic group leader appears participative. The leader outlines the problem and lets the group decide its method, encourages discussion, makes suggestions, and supports others' ideas.

When a suggestion is made by the democratic leader or by any group member, the leader finds out how many of the group members agree with the idea and pushes for a degree of consensus before any idea is acted on. The democratic leader tries to develop an approach for accomplishing the task through the group's efforts and participates with the group but does not dominate.

When facilitating or leading a group, the size of the small group can vary. Trainers refer to these groups as "buzz" groups. Buzz groups work well in brainstorming activities, case studies, and structured exercises. Buzz groups of two are called dyads. Groups of three are called triads. Triads work extremely well in role plays where two characters can play a scenario and a third member of the team observes and critiques.

An article, "What To Observe in a Group", by Edgar H. Schein of the National Training Lab is located at the end of this section.

BRAINSTORMING

Brainstorming is a training technique for use in small groups, group discussions or attention-getting activities. It can be used to generate a large number of ideas to solve a problem or to suggest new ideas. It often gets students involved in the learning and generates high energy and creativity. It can be done with groups of six to thirty. All students gather around a flip chart or chalkboard. One person is the recorder and writes down all of the ideas generated. There are some ground rules:

- All ideas are welcomed. Go for quantity not quality.
- Build on each other's ideas.
- No criticism is allowed. Defer judgement.
- Stop when ideas run out or when the facilitator calls the time.

C. Successful Training Strategies (cont.)

GROUP DISCUSSIONS

There are some guidelines to follow in facilitating group discussions:

- Participants should be able to see each other. Use either a circle of chairs or a round table.
- The trainer should act as a facilitator and get the discussion started by asking open ended questions.
- Control the discussion. Encourage participation from silent members. Thank dominant participants for their contribution and ask others for their comments.
- Summarize key points and paraphrase when non-verbal communication indicates a lack of understanding by others in the group.
- Close the discussion.

INTERACTION PROBLEMS IN GROUP DYNAMICS AND ALTERNATIVE APPROACHES FOR MANAGING THEM

1. *A TALKER:* someone who monopolizes the group's time.
   a. Tactfully interrupt, thank them for their contribution, and ask other members to state their views.
   b. Avoid recognizing the person during discussions.
   c. Have a private talk with the person about the problem.

2. *An ARGUER:* someone who confronts the Team Leader or group member on every issue.
   a. Let the person express his or her viewpoint, then ask other members for their views.
   b. Ask him or her to postpone coming to a conclusion on the issue — to try to listen to other's views first.
   c. Have a private talk with the person about the problem.

3. *An UNINVOLVED* person:
   a. Maintain consistent, friendly eye contact with the person. Positively reinforce any contributions made by him or her.
   b. When appropriate, ask the person to share their opinion, then give positive reinforcement for their contribution.
   c. Have a private talk with the person about the problem.

C. Successful Training Strategies (cont.)

4. *A SIDE-TRACKER:*
   a. Recognize valuable contributions, but tactfully move the group on to the subject being discussed.
   b. Review the goal and agenda for the meeting and show how their topic isn't appropriate at this time.
   c. Have a private talk with the person about the problem.

USE OF AUDIO/VISUALS AND OTHER MEDIA

VIDEO TAPES

Videos are a media which can break the monotony of training. They can be used when real life situations cannot be otherwise presented. It is beneficial for reviewing training, however, its placement in a presentation is important as is the length of a video. The SST Program uses video as its primary media. Refer to the Facilitator Packets and One-On-Ones.

Advantages:

- Always the same
- Good for critique
- Good for small space
- Stop/start easily
- Substitute for a human
- Can tape training

Disadvantages:

- Expensive
- Logistics
- Audience size
- Can't ask the tape questions/get answers
- Mechanical problems

C. Successful Training Strategies (cont.)

TRANSPARENCIES

Like videos, a presentation is enhanced with the use of transparencies or overheads.

Advantages:

- Easy to read
- Vary in color and shape
- May be prepared beforehand (in some cases, companies have these prepared).
- May be used again and again
- May be overlapped to show progression or emphasis
- Graphing and charting
- May be photocopied as a distribution for later
- Easy to develop

Disadvantages:

- Room must be dark
- Difficult to handle. Often placed backwards and hard to write on (if you're the trainer)
- View may be blocked by some participants
- Special equipment expensive. Logistical set-up concerns.
- Trainer must write and present with back to audience (until proficient to use appropriately from the side)

When Appropriate to Use:

- Good to use with large groups. May be seen by everyone.
- Especially good when presenting circle graphs and other types of charts.
- May be modified for most audiences and topics.

Tips for Use:

- Practice presentation with equipment beforehand
- Use brief sentences
- Use contrasting colors
- Use overlays
- Number transparencies before presentations and compile in chronological order
- Check equipment, electrical outlets and set-up before hand
- Have a spare bulb for projector
- Have contingency plan for mechanical failure

C. Successful Training Strategies (cont.)

FLIP CHARTS

Advantages:

- Refer back to material — it's permanently placed
- Larger print, easier visibility, appealing
- Can use in most environments (do not have to darken room)
- Good tool in brainstorming — easy to down write thoughts
- Powerful to use, can be used in large groups with a stand for each group

Disadvantages:

- Unwieldy, bulky to transport
- Time consuming to develop
- Have to disassemble flip chart to compare ideas/thoughts expressed on different pages
- Do not use with large groups — difficult to see
- Difficult to use overlays. May expose more information than you want

Tips for use:

- Prepare in advance so you can make writing legible.
- Use vari-colored pens to enhance attractiveness (or colored film). Avoid red and other light colors for key points. Use the lighter colors for highlighting.
- Points/concepts that presenter wants to communicate.
- Put key speaking points on flip chart and add ideas/examples later.
- Put only *major* points on flip chart.
- Locate in an area with few distractions where participants can see. (Go to the farthest point in the room and see if you can read it).
- Uncover only that portion of the material that you're prepared to speak about.
- Use a pointer so you don't block the group's view.

C. Successful Training Strategies (cont.)

WHAT TO OBSERVE IN A GROUP

One way to learn in a training laboratory is to observe and analyze what is happening in one's T Group. All of us have spent our lives in groups of various sorts—the family, gang, team, workgroup, platoon, and so on—but rarely have we taken the time to observe, discuss, and try to understand what was going on in the group. One of our main goals here is to become better observers, which may help us become more effective group participants. But what do we look for? What is there to see in a group?

I. Content and Process

When we observe what the group is talking about, we are focusing on the *content.* When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group *process.*

Most discussion topics about the back-home situation emphasize the *content:* "What is good leadership?" "How can I motivate my subordinate?" "How can we make meetings more effective?" They concern issues which are "there-and-then" in the sense of being abstract, future- or past-oriented, and not involving us directly. In focusing on group *process,* we are looking at what our group is doing in the "here-and-now," how it is working in the sense of its present behaviors.

In fact, the content of the conversation is often the best clue as to what process issue may be on people's minds when they find it difficult to confront the issue directly. For example:

Content	*Process*
Talking about problems of authority back home may mean . . .	that there is a leadership struggle going on in the T Group.
Talking about how bad group meetings usually are at the plant may mean . . .	that members are dissatisfied with the meeting of their own T Group.
Talking about staff men who don't really help anybody may mean . . .	dissatisfaction with the way the trainer in the T Group is behaving

C. Successful Training Strategies (cont.)

At a simpler level, looking at process really means to focus on what is going on in the group and to try to understand it in terms of other things that have gone on in the group.

II. Communication
One of the easiest aspects of group process to observe is the pattern of communication:

Who talks? For how long? How often?
Whom do people look at when they talk: Others who may support them? The group as a whole? The trainer? No one?

Who talks after whom? Who interrupts whom? What style of communication is used—assertions, questions, tone of voice, gestures, support or negation?

The kinds of observations we make give us clues to other important things which may be going on in the group, such as who leads whom or who influences whom.

III. Decision-Making Procedures
Whether we are aware of it or not, groups are making decisions all the time, some of them consciously and in reference to the major tasks at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to observe how decisions are made in a group in order to assess the appropriateness of the method to the matter being decided on, and in order to assess whether the consequences of given methods are really what the group members bargained for.

Group decisions are notoriously hard to undo. When someone says, "Well, we decided to do it, didn't we?" any budding opposition is quickly immobilized. Often we can undo the decision only if we reconstruct it and understand how we made it and test whether this method was appropriate or not.

Some methods by which groups make decisions follow:

The Plop: "I think we should introduce ourselves". . . silence. (Group decision by omission)

The Self-Authorized Agenda: "I think we should introduce ourselves, my name is Joe Smith . . ." (Decision by one)

The Handclasp: "I wonder if it would be helpful if we introduced ourselves?" "I think it would, my name is Pete Jones . . ." (Decision by two)

C. Successful Training Strategies (cont.)

"Does Anyone Object?" or "We all agree." (Decision by a minority—one or more)

Majority-Minority Voting. (Decision by majority)

Polling: "Let's see where everyone stands: what do you think?"

Consensus Testing: Exploration to test for opposition and to determine whether opposition feels strongly enough to be unwilling to implement decision, not necessarily unanimity but essential agreement by all.

The procedure can be tricky. For example, it sometimes happens that a decision to poll—which looks very democratic, because polling is considered democratic can be made by self-authorization or by handclasp.

At such a point, the alert group member will realize what is going on and insist that the group be clear on its decision-making style. Actually, the decision a group makes about how it will make decisions can be the most important single element with respect to how it works as a group.

IV. Task or Maintenance Behavior vs. Self-Oriented Behavior
Behavior in the group can be seen from the point of view of what its purpose or function seems to be. When a member says something, is he primarily trying to get the group task accomplished (task), to improve or patch up some relationships among members (maintenance), or to meet some personal need or goal without regard to the group's problems (self-oriented)?

The types of behavior relevant to the group's fulfillment of its task are these:

Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem. . . .

Seeking Information or Opinions: Requesting facts; seeking relevant information about group concern; requesting a statement or estimate; soliciting expressions of value; seeking suggestions and ideas. . . .

Giving Information or Opinions: Offering facts; providing relevant information about group concern; stating a belief about a matter before the group; giving suggestions and ideas.

Clarifying and Elaborating: Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group. . . .

C. Successful Training Strategies (cont.)

Summarizing: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject...

Consensus Testing: Asking to see whether the group is nearing a decision; sending up a trial balloon to test a possible conclusion...

Types of behavior relevant to the group's remaining in good working order, having a good climate for task work, and good relationships which permit maximum use of member resources, i.e., *group maintenance*, are as follows:

Harmonizing: Attempting to reconcile disagreements; reducing tension; getting people to explore differences...

Gate Keeping: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks...

Encouraging: Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions...

Compromising: When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth...

Standard Setting and Testing: Testing whether the group is satisfied with its procedures or suggesting procedures; pointing out explicit or implicit norms which have been set to make them available for testing...

Every group needs both kinds of behavior and needs to work out an adequate balance of tasks and maintenance activities.

V. Emotional Issues: Causes of Self-Oriented, Emotional Behavior
The processes described so far deal with the group's attempts to *work*, to solve problems of task and maintenance; but there are many forces active in groups which disturb work, which represent a kind of emotional underworld or undercurrent in the stream of group life. The underlying emotional issues produce a variety of behaviors which interfere with or are destructive of effective group functioning. Groups often ignore such an issue or wish it away, an action that can be detrimental to their task-accomplishment as well as to the growth of the individual(s) whose behavior is based on self-oriented needs. The effective group will recognize what is going on, try to identify the issue, and then work with it in ways which permit these same emotional energies to be channeled in the direction of the group's effort.

C. Successful Training Strategies (cont.)

What are these emotional issues or basic problems?

Identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

Goals and Needs: What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?

Power, Control and Influence: Who will control what we do? How much power and influence do I have?

Intimacy: How close will we get to each other? How personal? How much can we trust each other? Can we achieve a greater level of trust?

What kinds of behaviors are produced in response to these problems?

Dependency-Counterdependency: Opposing or resisting anyone in the group who represents authority.

Fighting and Controlling: Asserting personal dominance, attempting to get own way regardless of others.

Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.

Pairing Up: Seeking out one or two supporters and forming a kind of emotional subgroup in which members protect and support one another.

These are not the only phenomena which can be observed in a group. What is important to observe will vary with what the group is doing, the needs and purposes of the observer, and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them. Often, the most effective and useful group member will be the one who can function as "participant/observer," contributing to the group's task accomplishment, yet still able to use a "third eye" to observe how the group is working—information which he shares with the group at appropriate times in an effort to help it deal with maintenance issues and blockages arising out of self-oriented needs.

By: Edgar H. Schein

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Social Skills Training Program
Center Implementation Timeline

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Planning																
Organizing																
Staffing																
One-On-One Training																
Facilitator Packet Training																
Team Manual Training																
Ongoing Evaluation																

SOCIAL SKILLS STAFF TRAINING SCHEDULE

Social Skills Training Job Corps

CENTER:

TIME	MON	TUE	WED	THU	FRI	SAT	SUN
7:00							
8:00							
9:00							
10:00							
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WEEK OF: _____ **APPROVED:** _____

Center Director